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ABSTRACT

This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, and illustrations are also included for each unit. Activities for the fourth grade level focus on: (1) appropriate uses for drugs; (2) emotions effect on health; (3) communication skills and problem-solving; and (4) personal health goal setting. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)

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HEALTH EDUCATION: SUBSTANCE ABUSE PREVENTION

DRUG EDUCATION CURRICULUM

GRADE FOUR

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Bureau of Drug Education

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FOREWORD

This new Drug Education Curriculum Guide is one of nine separate documents - one for each elementary grade level, K-6, one for junior high, and one for senior high. The curriculum is intended for use in all of the schools, public and nonpublic, in New York State. It was developed as a direct result of the Board of Regents Action Plan to Reduce Alcohol and Drug Abuse in the Schools. The Plan was adopted by the Board in May 1979 in response to the problems of substance abuse which have and continue to be of great concern in our society.

The Curriculum provides school administrators, Health and Drug Coordinators and teachers with direct assistance in meeting the requirements of New York State Statute Chapter 982, 1977 (Education Law, Section 804) and insuring compliance with the Regulations of the Commissioner of Education, particularly Sections 135.1 and 135.3.

A cooperative school/community relationship is essential to the development of a comprehensive drug education program in which this new curriculum can be the foundation piece. While the curriculum can be implemented without extensive inservice education, an orientation workshop would be helpful and is recommended. The actual use of the curriculum will in itself be an inservice experience for the teachers.

It is generally acknowledged that the cost of substance abuse in our nation is enormous. A recent report of the U.S. Office of Drug Abuse Prevention estimates our annual cost to be: alcohol - $42.7 billion, tobacco - $25 billion, and drug abuse - $10.3 billion. While a large portion of these costs are appropriately targeted for treatment and rehabilitation, it is very important to focus more attention on the implementation of primary prevention programs. The logic of effective primary prevention as a means of reducing the costs of rehabilitation and treatment would seem to be self-evident; yet it is unfortunately often overlooked in assigning funds for the development and implementation of programs. While it is, and should be, a matter of priority that the afflicted receive our first attention, many of those not afflicted, if neglected, may soon join them. A majority of students in our schools today need help in acquiring some of the attitudes and skills included in this curriculum to enable them to be responsible for using substances wisely to maintain health.

In addition to this Drug Education Curriculum, the Bureau of Drug Education has prepared other supportive curricula and documents. These include: Alcohol Education Curriculum, Tobacco Education Curriculum, Elementary and Secondary Annotated Resource Guides and School Smoking and Drug Policy Guidelines. School authorities can obtain copies of these materials by writing to: Bureau of Drug Education, 960 EBA, Albany, NY 12234.

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THE SCHOOL-COMMUNITY DRUG ABUSE PREVENTION PROGRAM

THE SCHOOL'S ROLE

Drugs are a part of everyday life in our society, and drugs and drug paraphernalia may usually be obtained by those who wish to use them. While there are many ways to approach the problem of drug misuse and abuse - through legislation; incarceration; controls on growing, manufacturing and marketing; increased supervision of young people, etc. -clearly the most effective approach is to remove the self-destructive and/or misdirected motivations of people who engage in drug misuse and abuse behavior.

While schools cannot achieve this goal alone, they can help lead the way. School drug education programs can promote and direct positive motivations in children through the integration of knowledge with affective skills development; also, schools are perhaps uniquely able to serve as catalysts for bringing communities together for a cooperative effort in a supportive environment.

As a cooperative school-community program progresses, participants will become aware that their efforts are not only leading them to make an impact on the problem of drug abuse among youngsters, but they are also producing healthy side-effects. These side effects have far-reaching implications for overall health, school achievement, improved attendance and reduced vandalism and delinquency. A new sense of pride and purpose grows among all those involved in, and affected by, the program.

SCHOOL RESPONSIBILITIES

All schools have several basic responsibilities for drug abuse prevention programs, as outlined by Education Law, Section 804, Commissioner's Regulations as they apply to all of Health Education, and the Regents Action Plan to Reduce Alcohol and Drug Abuse in the Schools. These include:

1. To provide all students, K-12, with an instructional program designed to develop the attitudes and skills required to make healthy decisions.

2. To involve students in activities that contribute to their sense of self-worth.

3. To insure that the instructional program is conducted by teachers with adequate preparation who provide healthy models for their students.

4. To integrate learning with related subject areas in a manner supportive of program objectives.

5. To coordinate in-school programs - education and service - for more effective drug abuse prevention.

6. To coordinate school programs with those offered by the community, cooperate with community agencies and utilize community resources to reinforce learning in both settings (school and community).

7. To develop, for general publication, written policies and procedures for handling all drug-related situations which may occur on school property. These policies and procedures should emphasize: 1) referral processes that

demonstrate a desire to help and rehabilitate students and faculty with drug-related problems and 2) "due process" for students or staff members charged with violations of school policies or laws.

8. To involve parents, students, community agency professionals and community leaders along with school staff in planning program policies and reviewing or participating in other aspects of the program.

OBTAINING SUPPORT FOR PROGRAM IMPLEMENTATION

Basic to the success of the school drug abuse prevention program is the support obtained from the school board, administration, parents, and the community at large. Where to begin is a judgment best made locally. Some suggestions regarding what to begin with may help you decide the most productive route in your district or school. Before you start, it is suggested that you have:

1. A clear understanding of the school's role in preventing substance misuse and abuse and of effective teaching methods for meeting this goal (e.g., an emphasis on positive self-concept and the development of life skills, with drug information presented within the context of affective objectives).

2. Statistics from recent surveys regarding drug misuse and abuse among youngsters on national, state and local (if available) levels.

3. A list of key people in the community whom you believe will be supportive.

4. Support from community agencies and experts. (It is a good idea to call or visit the March of Dimes, Council on Alcoholism, Community Mental Health Center, Drug Abuse Council and/or County Health Department, for example.)

5. A list of community, state and federal resources that can be used in the program. (See chart, p. x, for ideas.)

6. Ideas for promoting cooperative efforts to meet needs and fill possible deficiences.

PARENT AND COMMUNITY INVOLVEMENT

In a society such as ours, where young people are frequently encouraged to be independent and to make their own decisions, it is imperative that the school, the home, and the community cooperate in providing consistent and supportive policies, leadership and messages that guide youngsters rather than confuse or alienate them.

Such underlying causes of drug abuse as stress and anxiety, negative peer pressure, low self-esteem, inability to cope with emotions, and a lack of positive alternatives must be recognized and addressed concurrently in schools, at home, and in the community at large. Plans for action must compliment one another so that the youngster feels a sense of direction and consensus in communications with his or her teachers, parents or support people in the community on questions dealing with drugs or drug-related issues.

THE SCHOOL-COMMUNITY DRUG ABUSE PREVENTION PROGRAM, CONT'D

The school can take the initiative in bringing together the domains of school, home and community to develop a comprehensive and well-coordinated drug abuse prevention plan. The plan should be based upon a statement of philosophy, which incorporates the following premise:

> If our young people have:
>
> - acquired basic concepts regarding health-related matters;
> - a positive view of themselves and their ability to exercise a measure of control over their lives;
> - family and friends to turn to in times of stress;
> - fulfilling and supportive experiences in schools, families, and other social environments;
> - experiences in making personal decisions based on their own values, and on the consequences of their behavior...
>
> they are less likely to misuse and abuse drugs.

The success of even the best-planned school program will greatly depend upon the degree of cooperation and support which community, school and parent groups are willing to offer. The greater the amount of parent and community involvement, the more hopeful the school can be that its concentrated efforts will fall on fertile ground. Some specific ideas to insure parent and community involvement are:

1. The district/building Health or Drug Coordinator is primarily responsible for identifying community resources relating to drug abuse. This information should be compiled and made available to school staff.

2. Community agency personnel or other community professionals with an interest in drug abuse prevention should be encouraged to make presentations to the school board, school administrators and other appropriate audiences.

3. A Community Awareness Day: As soon as a district steering committee has been formed and resources have been identified for implementing the program, a Community Awareness Day should be planned. The main purposes of the Community Awareness Day are 1) to receive input from parents and community members regarding their needs, interests and concerns and 2) to establish a solid basis for follow-up meetings and plans involving those persons who are willing to make a commitment to the program. Since this introductory event can be crucial to the eventual success of the program, it must be planned carefully. Appropriate school and community personnel should be identified to present clear, accurate information on school and community drug-related issues and concerns. Roles and responsibilities for drug abuse prevention and education programs and the need for the involvement, cooperation and support of parents and community members must be emphasized. Questions or concerns that attendees are likely to raise should be anticipated, to gain a measure of control over what may be an emotional subject for many. Student representatives should be encouraged to attend to present their views and reactions.

4. Community professionals and parents should be invited to serve on school committees related to policy development, to program, to curriculum development and evaluation, and to materials review.

THE SCHOOL-COMMUNITY DRUG ABUSE PREVENTION PROGRAM, CONT'D

5. Student activities should extend beyond the classroom into home and community. Student surveys, interviews and research assignments provide ways to relate learning to life experiences. Student-produced audiovisuals, plays, demonstrations, debates, pamphlets, etc. can promote parent and community interest in and support for the program.

6. Parent groups should be enlisted to assist in identifying the needs of parents in the community, in obtaining resources to meet these needs and in getting parents and other community members involved in positive approaches to drug abuse prevention.

7. Parent education should be an integral part of the program. Many approaches can be used: take-home material, neighborhood seminars, adult continuing education classes, parent-child communication seminars and workshops in parenting skills, to name a few.

8. "Back-to-school nights" should be arranged to give parents an opportunity to observe classroom activities and student work related to drug education.

COMPONENTS OF A COMPREHENSIVE SCHOOL-COMMUNITY DRUG ABUSE PREVENTION PROGRAM

COORDINATION COMPONENT

SCHOOL NEEDS

- Program stressing prevention
- In-school coordination
- In-service staff training
- Development of community linkages
- Written policies and procedures, available to the public
- Long-range commitment
- Parent involvement
- Sequential K-12 educational program for all students, as a part of health education
- Inderdisciplinary integration
- Resource center
- Positive modeling
- Materials budget
- Program evaluation
- Supportive health and pupil personnel services
- Counseling for students
- Enforcement procedures for rules and regulations
- Cooperation with police agencies

COMMUNITY NEEDS

- Greater awareness of school roles and programs
- Public awareness and education programs
- Coordination among agencies
- Programs to develop drug alternatives for potential drug abusers
- Better counseling programs
- Youth volunteer programs
- Apprenticeship opportunities for youth
- Youth groups and youth centers, with planned activities and positive leadership
- Greater involvement of churches, employers and community leaders
- More effective police involvement

HOME NEEDS

- Parent awareness programs
- Neighborhood seminars
- Parent training in drug abuse prevention
- Communications skills training for parents and their children
- Training for positive parenting
- Parent support groups
- Reinforcement of school learning
- Positive modeling
- Supportive environment

SOURCES OF HUMAN AND/OR FINANCIAL ASSISTANCE

* School District
* BOCES
* Local Government
* County Groups
* State Government
* Federal Government
* Health and Drug-Related Agencies
* Church Groups
* Service Groups
* Professional Organizations
* Colleges, Universities
* Chamber of Commerce
* Independent Business Groups
* Police Departments

PHILOSOPHY AND DESIGN OF THE CURRICULUM

The primary focus of the Drug Education Curriculum is prevention of drug misuse and abuse through combined cognitive and affective development. Research has shown that drug education programs which include objectives that enable students to:

- learn credible information;
- improve their self-concepts, (self-images);
- communicate effectively with others; and
- solve problems and make informed, responsible decisions

result in significant reduction of:

- referrals for drug-related activities and absences;
- instances of disruptive behavior among students; and
- instances of school property damage.

Research has also shown that information is a factor which influences values, problem-solving, decision-making and risk-taking behaviors. To influence behavior positively, however, information must be contained within the broader context of affective skills development.

The affective model upon which this curriculum is based has three components: The development of self-image and positive self-concept; the development communication skills; and the development of coping skills.

The Development of Self-Image and Positive Self-Concepts: Research demonstrates that young children exposed to affective educational activities and materials, designed to improve self-concept and acceptance of others, significantly improve their self-concepts. Individuals with poor self-concepts are more likely to misuse and abuse drugs than individuals with positive self-concepts. Significant reduction of drug use was also found among students exposed to humanistic education, which includes values clarification and values sharing programs. Current data suggests that values clarification and values sharing exercises have positive outcomes for drug abuse prevention education. The Drug Education Curriculum includes objectives and activities designed to improve self-concept, and acceptance of others. It also implements values clarification and values sharing at all levels.

Development of Communication Skills: Skills in effective interpersonal communication enable students to realize a measure of control over their lives and environment. These skills help them to express themselves clearly in a positive and acceptable way, listen actively to others, and share and accept thoughts and feelings as a part of meeting their own needs and those of others. They also help students to bridge communication gaps with parents and other authority figures.

The practice of non-judgmental interaction and sharing has been found to reduce drug use. Sharing thoughts and feelings in a supportive atmosphere enables students to broaden their awareness and acceptance of alternatives to drug use for changing feelings and meeting needs. Assertiveness skills help students resist the pressure of peers to behave in ways that are against their own better judgement. Skills in dealing with stress and pressure can prevent some students from turning to drugs for this purpose. The Drug Education Curriculum includes sequential attention to the development of these skills.

The Development of Coping Skills: Problem-Solving/Decision-Making. Research has indicated that problem-solving/decision-making processes can be taught effectively to fifth and sixth graders and that, in considering drug decisions, these students expressed healthy attitudes regarding drug use. One approach to decision-making is the force-field analysis. The force-field analysis has been identified as an effective means of teaching students to focus on pressures operating in a particular environment. The Drug Education Curriculum develops problem-solving/decision-making skills, including the force-field analysis, and integrates activities related to problem-solving/decision-making throughout the program.

Features of the Drug Education Curriculum:

1. The curriculum is designed for direct teacher use in the classroom, rather than as a reference document for a local writing committee. Thus it has been printed as nine separate booklets: seven for K-6, one for junior high and one for senior high.
2. The curriculum is a self-teaching and reference document, as well as a teaching guide, which includes background information, descriptions of teaching methods, suggestions for evaluation and the use of community resources and other helps.
3. The curriculum is sequential. While each grade offers a complete grade-level curriculum, following grades build on and reinforce previous grades without repetition beyond what is needed for review.
4. Concepts represent threads of continuity running through the entire K-12 program.
5. Objectives may be grade-specific, may be developed sequentially to build on a previous grade, or may skip one or more grades, then reappear for review or more sophisticated development. Objectives are worded behaviorally and measurably.
6. Few activities are repeated, although similar experiences are provided on several levels. An effort has been made to include alternate activities - basic and more advanced, individual and group, those that require materials or audiovisuals and those that do not - wherever possible, to meet the varying needs of classroom teachers, and their students.
7. Activities requiring films, storybooks or other materials which must be purchased (other than essential references) are designed to be supplementary rather than basic to the curriculum.
8. Of the materials listed for each grade, only a few basic references and soft material supplies are required to implement the curriculum. Worksheets for teacher duplication are included for each grade. Information sheets, story pictures and patterns are also provided.
9. A column at the right-hand side of each curriculum page provides the elementary teacher with a reference for subject integration of material and the Health Coordinator with suggestions for coordinated efforts with teachers of other subject areas at the secondary level.
10. At the end of each concept, a Culminating Concept Evaluation Activity is included to provide the teacher with feedback from students relating to each completed section.
11. A tear-out Evaluation Form at the end of the guide allows the teacher to become a participant in State level assessment and revision of the curriculum.

The district/school Health or Drug Coordinator is primarily responsible for insuring that teacher selection of activities and resources is coordinated sequentially. The district/school Health Education Curriculum Committee may also choose to adapt the curriculum to local needs and resources through Committee selection, in consultation with teachers, of grade level activities and materials.

CURRICULUM EVALUATION

Evaluation is built into the Drug Education Curriculum, and occurs as the teacher develops a unit as well as at the completion of a unit. During evaluation, information is gathered which focuses on the program, the student's learning and progress, the classroom environment, and the curriculum content. The feedback received can be used to shape the course of study to better suit the needs of teachers and students.

A variety of methods have been used in this Drug Education Curriculum to help gather evaluation data:

1) **The curriculum is designed to be self-evaluative.** Objectives are written in measurable terms and activities are designed so that their completion involves students as active, observable participants. Thus observation of student behavior frequently provides the teacher with a means to assess student progress and goal attainment. Extra support can be provided for those students who experience difficulty with specific activities or in achieving specific objectives.

2) **Record-keeping** is suggested after the development of each concept throughout the curriculum. These records should reflect the progress of the students. Attitudinal learning activities can be augmented for those students who require support in order to achieve the defined behaviors. Teachers are also encouraged to note activities which were received with enthusiasm and those which required further development. The curriculum is personalized and shaped to meet the needs of most teachers and students.

3) **Culminating Concept Evaluation Activities** are included in the curriculum. Cognitive tasks, including paper and pencil activities, are used to evaluate content learning. Question activities are written which require students to respond at different cognitive levels. Questions of knowledge, application interpretation, analysis, and synthesis are used to make the paper and pencil tasks more interesting and viable. Open-ended evaluation sheets for students to complete are also included at each grade level. Students are invited to actively participate in providing feedback about information and activities. In this way, the curriculum is shaped by the students to meet the needs of future students.

4) A tearout **Evaluation Form** is provided at the back of each curriculum booklet. Teachers are asked to fill out this form when they have completed their Drug Education Unit and return it to the Bureau of Drug Education, New York State Education Department. The form solicits the reactions of teachers to the Curriculum Guide and opinions which students provided through evaluation activities in the curriculum. These forms will be used by the Bureau to guide the preparation of future guides.

EVALUATION REFERENCES

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TO THE TEACHER: HOW TO USE THIS GUIDE

Each grade level Drug Education Curriculum Guide is divided into three sections: 1) an introductory section, 2) instructional units and 3) appendices.

The **INTRODUCTORY SECTION** provides teachers with necessary background information for the successful implementation of the instructional program. Introductory material is page-numbered with lower case Roman numerals.

The **INSTRUCTIONAL UNITS** include a preliminary materials list and three to four concepts, each with two or more objectives, sequentially arranged, and one or more activities per objective. Accompanying worksheets, illustrations, etc. are contained within the instructional units.

The **APPENDICES** include reference information related to teaching methods, agencies, resources and supplementary guidelines. Each guide contains the same set of appendices.

A **GLOSSARY** of terms is included in grades 5 - Senior High.

It is recommended that teachers use a procedure similar to the following when using this guide:

- Read through the introductory section to gain a thorough understanding of the task to be undertaken, not only within the classroom, but also on a broader scale.
- Scan the instructional units and appendices to get an overview of what they include.
- Identify any weaknesses in personal preparation for teaching basic material and initiate plans to help strengthen these weaknesses.
- Talk to other teachers, staff, etc., to gain perspective on district goals and plans or to stimulate the development of these where they are in need of augmentation or revision.
- Discuss with previous and later-grade teachers, and with the Health Coordinator, the objectives that need emphasis in your particular grade or class, to insure that district priorities are met, that the K-12 program has continuity, that your time is used efficiently and that related subjects are taught in a manner supportive of the curriculum.
- Plan your activity schedule. Determine the time available by reference to district priorities, the total school health curriculum, identification of overlapping objectives with other areas of health and possibilities for integration of material with other subjects.
- Based on the characteristics of the class, the materials available to you and your personal judgement, select the activities you will use from those suggested. Note that each concept includes a Culminating Concept Evaluation Activity at the end. Where this is to be used, students need to be involved in activities that will enable them to perform the required task.
- Meet with the school librarian or resource center supervisor to discuss materials required. Determine if they are already available or if they may be acquired and how long it will take to acquire them. This should be done several months before the materials are needed, as some distributors, such as the National Clearinghouse for Drug Abuse

Information, require some time to respond to orders. Of course, district deadlines for spending must also be considered. If all teachers can consolidate and prioritize their materials requests before submission to a librarian or purchase agent, it will insure fairness, and identification of those materials most important to the program.

- Enlist the help of the Healthor Drug Coordinator to identify the resource persons and agencies you will use and call, write or visit them--whichever is most appropriate--to discuss your needs and mutual schedules. This is best done as a cooperative activity of all relevant school staff, coordinated and assisted by the Health Coordinator.

Teachers will recognize many of the concepts and objectives contained in this curriculum as basic to the development of the child and preparation for life and learning in its broadest sense. The goals of positive self-image, self-confidence, self-discipline and self-motivation for students should permeate all school programs and every teaching-learning situation; they should not be seen as "drug education" or "health education" goals alone. They are specifically and purposefully expressed and integrated here, because educational research has demonstrated that drug education programs which focus primarily on content, without adequate attention to motivations and other psychosocial factors, are not effective in preventing drug misuse and abuse. Content-oriented drug education programs may even promote student involvement in the drug scene.

The attitude a teacher conveys makes a deeper and longer-lasting impression on students than all the factual statements in a text or pamphlet. We all teach more by the kinds of people we are than by the teaching we do; no matter what content the teacher is teaching, the student is feeling an emotional response and learning an attitude as well. Experiences gained in a positive, motivating atmosphere produce lasting, positive effects on students. Teacher awareness of these factors can greatly increase the long range effectiveness of any instructional program.

A SAMPLING OF TEACHING METHODS

The methods you use in drug education will make all the difference between classes that are boring, alienating and ineffective in preventing drug-related problems and classes that will get students actively involved in learning and doing things that will give them the facts they should know to make responsible decisions about drug use, while helping them to develop an understanding of health, motivations and behavior.

A variety of methods will make it easier to adapt to individual differences among students. No one method or procedure is suited to every objective or purpose, i.e. a method that is appropriate in one learning situation may not work in another.

The following teaching methods are offered as a pedagogical assortment from which the teacher may choose and adapt those best suited to his or her talents, the classes taught, and the objectives selected.

FEELING CIRCLE

The Feeling Circle is particularly useful with elementary pupils. It can be used as a sharing or problem-solving method for the class, a group or an individual pupil. A small group sits in a circle, usually with the teacher as discussion leader, sharing reactions and ideas.

The feeling circle gives the teacher an opportunity for developing pupil skills in self-expression, listening to others, taking turns, attending to and remembering what was said, and learning to think before they speak, among others. Pupils learn, as a result, to express their feelings, needs and ideas in ways that are socially acceptable and thus effective for them.

BRAINSTORMING

Brainstorming can be used to teach students to respect and build on their own and others' creative abilities and to acquire the experimental frame of mind necessary for effective problem-solving. Brainstorming develops an awareness of a range of possible alternatives, often bringing out some very useful suggestions. An important element of brainstorming is that the students themselves have provided the suggestions: they are active participants in the learning experience.

Brainstorming can be done as a full class or small group activity. The procedure is described below. It is suggested that the teacher introduce the process to students using a simple example, such as the one given in #3.

1. Introduce the topic of brainstorming. It can be described as a first step in problem-solving - a method for getting out the maximum number of ideas for consideration. Emphasize that the only rule is to spill out ideas as quickly as possible, without discussion of your own thoughts or the thoughts of others.
2. Divide the class into random groups of three to five students. Each group should have paper and pencil or pen. Have each group select a recorder.
3. Instruct the groups to think of as many ways as they can to celebrate a birthday. The recorder lists these on the paper.

4. Give the groups ten minutes to record their ideas. (If any groups lose steam ahead of time, encourage them to keep trying).
5. Ask each group to choose its two most important ideas to be shared with the entire class.
6. Post the lists so that everyone can see how many ideas emerged in a short time.
7. Decide which ideas can be put into effect.
8. Select a planning committee to combine ideas.

As a followup to the activity, ask the class the following questions:

1. Was this a good way to get people to listen to your ideas?
2. Were many good ideas expressed?
3. Can you think of other times we might use this method of sharing ideas in the class?

LECTURE-DISCUSSION

A drug education program that relies heavily on lectures, whether presented by the teacher, an outside resource person or through media, will not be effective in meeting the goals of prevention. When used properly, however, the lecture-discussion method may be the best way to handle a particular objective.

Lecture-discussions may be used to present case studies, hypothetical situations, critical issues or other motivating topics to arouse student interest and set the stage for student activities that follow. Demonstrations may also be included, such as one given by hospital personnel of life-saving techniques. Wherever possible, background information about drugs and drug-related topics should be researched by the students themselves, rather than presented in lecture format by the teacher. The teacher's role is to guide student activity, raise questions and evaluate student progress.

DISCUSSION

Discussion has several purposes: to develop interest in a new topic; to test understanding, concepts and experiences; to exchange opinions and viewpoints; to develop critical thinking, critical listening, and clear discourse; and to facilitate awareness of misleading, irrelevant, and false statements.

Either the teacher or a qualified student may take the leadership role in initiating and facilitating discussion. The teacher should respect each student's beliefs and encourage the expression of personal opinions, while also encouraging students to listen carefully and thoughtfully to the views of others. The teacher should accept rather than judge statements that are emotionally-based, question erroneous statements and make authoritative references available to the students.

FISH BOWL

The Fish Bowl is a technique that enables the classroom teacher to create a small group experience without losing the attention of the class. All the students have an opportunity to get involved, have their say, hear how others perceive a situation and decide on a mutually acceptable solution in an orderly, democratic fashion. The procedure for Fish Bowl is as follows:

A SAMPLING OF TEACHING METHODS, CONT'D

Step 1. The teacher asks for six volunteers to sit in a circle in the center of the class. (Bean bag chairs are especially good for this activity.)
Step 2. A seventh chair is placed within the circle.
Step 3. The rest of the class stands or sits around the outside of the circle and chair.
Step 4. The six volunteers discuss the problem and say whatever they want to say, while the rest of the class listens.
Step 5. A student on the outside who wishes to say something must sit in the empty chair and wait to be recognized by one of the others in the fish bowl. Once recognized, this student can briefly state whatever s/he wants to add, clarify or question, then must vacate the chair for someone else.

Possible class problems that could be solved using this activity include cheating, stealing, loyalty, breaking rules, and interfering with the rights of others.

PROBLEM-SOLVING/CONFLICT RESOLUTION

Learning to resolve a conflict situation between individuals, an individual and a group, or between groups, without sacrificing one's identity, self-respect or control over one's life can be one of the most important life skills anyone can learn. To arrive at a solution to a conflict that is mutually agreeable and allows everyone involved to feel satisfied, one must learn how to communicate without demeaning another. The problem-solving methods described below can be used in any conflict situation to help acquire decision-making skills.

Traditional Model for Problem-Solving:

Step 1. State the Problem: Participants state the problem as they see it and how they feel about it without blaming, criticizing, judging or shaming.
Step 2. Define the Specifics of the Problem: Participants then note the points of agreement and disagreement.
Step 3. Brainstorm All Possible Solutions: Participants contribute as many ideas as possible to how the conflict may be resolved, to create awareness that there may be a number of ways to deal with the problem.
Step 4. Identify the Consequences: Participants select the most suitable situations from the list they brainstormed and outline the consequences of each.
Step 5. Choosing a Solution: Finally, participants evaluate suitable solutions and consequences and agree on one solution that is acceptable to all.

Force-Field Analysis Model:

Another process that can be used in conflict resolution is the force-field analysis. In any conflict situation there are opposing forces. Some of these forces help an individual to move toward a desired goal. Other forces may interfere with goal attainment. In a force-field analysis, the individual analyzes the forces that are operating, examines advantages and disadvantages of courses of action, evaluates them, and decides whether or not to pursue the goal. The steps in using the force-field analysis include:

A SAMPLING OF TEACHING METHODS, CONT'D

Step 1. Divide a piece of paper into four columns.
Step 2. In the first column, write the conflict or problem which exists.
Step 3. In the fourth column, write the goal that you wish to reach.
Step 4. In the second column, list the forces (advantages) which operate to support goal attainment.
Step 5. In the third column, list the forces (disadvantages) which operate to interfere with goal attainment.
Step 6. Identify the consequences of each advantage and disadvantage.
Step 7. Evaluate the advantages and disadvantages in terms of gains and risks.
Step 8. Choose a plan of action that includes goal attainment, rejection of the goal, or changes in the goal as originally stated.

ROLE-PLAYING

Students assume different roles and improvise dialogue as they act out a problem situation. Role-playing provides an excellent method for helping students learn about their own attitudes and behaviors and find new ways of dealing with problems. As a followup to a role-playing activity, discuss what occured in the role-play and how everyone felt about the interactions. This method may be used in small groups, or with one small group role-playing before the class.

DRAMATIZATION

Students act out stories, dramas, skits or situations written by a teacher, student or author. Dramatization is used to illustrate how other people have dealt with different problems or situations. As a followup to this activity, discuss what happened, student reactions and what they might have done differently from the characters in the drama. This method is best used as a supplement to other forms of instruction and should be selected and evaluated on the basis of its educational potential, not its entertainment value.

PLAYS AND STORIES

A group writing project may include an entire class. Students should be given a pertinent theme; the play or story should teach a concrete lesson in a practical situation. Acting out the plays or stories provides additional experiences geared toward the learning goals. Plays and stories may be enhanced by being open-ended, allowing students to provide alternative answers or endings.

SENTENCE STEMS

Sentence stems are found in a number of places in the curriculum, but may also be created by the teacher or by students. The purpose of a sentence stem is to draw out a reaction, facilitating self-expression and communication. Sentence stems may be used as discussion starters; to increase awareness of individual similarities and differences; or to obtain class reactions to activities, events, etc. A very useful sentence stem for evaluation of a curriculum activity is the "I learned..." statement, which students may complete at the end of the activity.

A SAMPLING OF TEACHING METHODS, CONT'D

RESEARCH

All students need to learn the skill of accessing accurate, reliable information as a basis for making decisions throughout life. While research activities should not become a major focus of the curriculum, it is necessary for students to learn where to go to obtain information on a topic, how to interpret what they read (or hear), and how to communicate to others what they have learned. Research activities should make students aware of a broad range of information sources - community and government agencies, people with specific expertise, newspapers, government reports, journals, books, pamphlets, television and encyclopedias. The information students obtain can be shared through oral or written reports, discussions or student-constructed visuals.

INTERVIEWS

Interviews are a learning technique in which a small number of selected individuals are questioned on a specific topic. Since the purpose of an interview is to obtain, record and report opinions and information accurately, students learn social and communication skills through this process. Where interviews involve family or friends, students frequently gain insights regarding human behavior which they may not have obtained in less-controlled circumstances.

Teacher direction and asistance may be necessary to help students form clear, unbiased and relevant questions for their interviews, and interpret objectively the information obtained.

SURVEYS

Individuals, committees, or the entire class may conduct surveys. Each step in planning and carrying out a survey has potential educational value. Ideally, a survey should lead to action if the results show that action is needed. This ideal may not always be realizable in the classroom situation, but awareness of community needs is at least sharpened. A survey involves preplanning, collecting, analyzing, interpreting and evaluating data and reporting the findings to the class.

The teacher's role is to guide the students so that they will secure the information they are seeking and interpret and evaluate it correctly. If oral or written questionnaires are used, the teacher's help may be needed to ensure clarity and ease of administration and tabulation. When community facilities are visited, proper prearrangements should be made and a follow-up thank-you letter sent. If students plan to evaluate their findings, care should be taken that the criteria used are sound.

(Note: If a sophisticated study is planned, it is suggested that teachers use school and/or community expertise in sampling, analyzing and interpreting information.)

EXPERIMENTS AND DEMONSTRATIONS

Experiments may be performed by students or demonstrated to the class by the teacher or a resource person. Preplanning for experiments includes: making scientifically sound selections that are in line with the purpose of the lesson and with the maturity of the students; obtaining necessary materials and equipment; and anticipating questions about the results. These activities should be coordinated with the science program to prevent duplication.

A SAMPLING OF TEACHING METHODS, CONT'D

SELF-CONSTRUCTED VISUAL AIDS

Aside from providing a useful outlet for creativity and originality, self-constructed visual aids enliven instruction and help clarify, simplify, emphasize, interpret, and reinforce learnings. Symbolic representation of data may be used through charts, tables, diagrams, maps, graphs, posters, cartoons, diagrams, mobiles, and combinations of these. Charts, tables, graphs, and maps are effective in disseminating information in a compact form while posters and cartoons, by their potential emotional impact, justify their use in the classroom because of their potential influence on attitudes. Student-constructed visuals may also play a major role in reinforcing the program outside classroom walls, obtaining needed community support for the program.

LEARNING CENTERS

Grades 2-6 of the Drug Education Curriculum each contain a set of learning center activities.

A learning center consist of a series of child-centered stations, each of which develops skills and knowledge around a specific topic. Students are active, independent learners as they work through interesting activities prepared for them at their level.

Every learning center has the following elements:

1. Name reflecting the topic of the center.
2. An attractive attention-getting, visual presence.
3. Tasks written on activity cards in a clear, concise manner explaining to the students what they will do and how they will do it.
4. Materials needed for the tasks.
5. An evaluation and record-keeping system to monitor pupil progress.

The learning center can be constructed on a bulletin board, or separate tables can be used as task centers. At least one table is necessary to hold resource materials, task-related materials, and completed projects.

Students can work through learning centers independently or in groups. Students may complete all tasks, or just certain tasks, depending on the directions given by the teacher. They may work at a center during an assigned time or whenever they have free time. The methodology is flexible and can be readily adapted to suit the needs of students and teacher.

TOPICAL OUTLINE OF THE DRUG EDUCATION CURRICULUM, K-12

In the outlines presented on the following pages, Roman numerals represent topics addressed by curriculum concepts and letters represent the topics addressed by objectives under these concepts. The purpose here is to give an overview of the major topics and their sequence in the curriculum, rather than an outline of concepts and objectives, making quick reference and comparisons relatively easy.

KINDERGARTEN

I. Self-Image, Feelings and Tolerance
  - A. Identifying and expressing feelings
  - B. Ways we are each unique
  - C. Ways we are the same
  - D. Accepting feelings of others

II. Group Membership
  - A. Family membership
  - B. Responsibilities toward family members
  - C. Group participation
  - D. Need for rules

III. Responsibility for Health
  - A. Safe vs. unsafe things to eat
  - B. Health helpers
  - C. Health decisions

GRADE ONE

I. Self-Image and Communication Skills
  - A. Expressing uniqueness
  - B. Identifying situations that make us feel important
  - C. Recalling and sharing success experiences
  - D. Sharing and accepting feelings
  - E. Sharing and accepting decisions

II. Responsibility for Feelings and Actions
  - A. Responsibility for feelings
  - B. Identifying uncomfortable feelings
  - C. Handling unpleasant situations

III. Making Healthy Decisions
  - A. Safe use of substances
  - B. Recognizing poisons
  - C. Rules regarding dangerous substances
  - D. Making healthy choices

GRADE TWO

I. Making Choices to Meet Needs
  - A. Needs vs wants
  - B. Forming habits

II. Self-Image, Social Interactions and Responsibility
  - A. Responsibility for feelings and actions
  - B. Family membership and support
  - C. Class membership and support
  - D. Solving classroom problems
  - E. Importance of classroom rules
  - F. Setting rules and determining consequences for breaking rules

III. Body Balance and Health
  - A. Definition of balance
  - B. Feeling body balance
  - C. Body parts and functions
  - D. Maintaining a healthy body

IV. Wise Use of Substances
  - A. Identifying well vs sick feelings
  - B. Definition of medicine
  - C. When to take medicine
  - D. Persons from whom we should take medicine
  - E. Rules for taking medicine

TOPICAL OUTLINE OF THE DRUG EDUCATION CURRICULUM, K-12, CONT'D

GRADE THREE

- I. Self-Image and Responsibility for Decisions
  - A. Improving our own self-images
  - B. Feelings about success
  - C. Risk-taking, alternatives and consequences
  - D. Changing decisions
- II. Group Dynamics
  - A. Speaking and listening in groups
  - B. Supporting group members
  - C. Ways of solving group problems
  - D. Making a group decision
- III. Body Balance and Health
  - A. Body systems and functions
  - B. Relating body balance to internal and external body environments
  - C. Feelings which affect balance
- IV. Assuming Personal Responsibility for Health
  - A. Habits affecting present and future health
  - B. Importance of assuming personal responsibility for health
  - C. Setting personal goals for protecting health

GRADE FOUR

- I. Appropriate Uses for Drugs
  - A. Definition of "drug"
  - B. Differences among prescription, over-the-counter and illegal drugs
  - C. Medical uses for drugs
  - D. Prescriptions
  - E. Labels
  - F. The pharmacy
  - G. Comparing contemporary medications with past medications
- II. How Emotions Affect Health
  - A. Awareness of emotions
  - B. Feelings that bring discomfort
  - C. Sickness as a means of dealing with problems
  - D. Ways to change emotions
- III. Communication Skills and Problem-Solving
  - A. Practice communication skills
  - B. Responsibility for feelings
  - C. Practice problem-solving
  - D. Risk-taking, consequences and alternatives
  - E. Solving dilemmas
- IV. Setting Personal Health Goals
  - A. Importance of learning facts before making decisions
  - B. Identifying habits hazardous to health
  - C. Importance of valuing health
  - D. Setting personal goals and recording progress

TOPICAL OUTLINE OF THE DRUG EDUCATION CURRICULUM, K-12, CONT'D

GRADE FIVE

- I. Drug Use and Body Balance
  - A. How various categories of drugs affect body balance
  - B. Differentiating use, misuse and abuse of drugs
  - C. The cycle of dependency and tolerance
  - D. Reasons for substance misuse and abuse
- II. Drugs and Society
  - A. General advertising techniques
  - B. How advertising influences drug-buying
  - C. Techniques used to sell drug products
  - D. Prevalence of drug use
- III. Problem-Solving and Decision-Making
  - A. Comparing and choosing techniques
  - B. Implementing decisions assertively
- IV. Group Dynamics
  - A. Friendships
  - B. Peer groups
  - C. Dependency needs
  - D. Listening skills in group situations

GRADE SIX

- I. Drugs and Human Needs
  - A. Valid sources of information
  - B. Psychoactive drug classifications
  - C. Marijuana (Learning Center)
  - D. Relationship of needs to substance abuse
- II. Personal Decisions Regarding Drug Use
  - A. Relating maturity to ways of handling feelings
  - B. Feelings and attitudes affect decisions
  - C. Evaluating decisions regarding psychoactive drug use
  - D. Double standards
  - E. Setting personal goals for maintaining health
- III. Drugs and Society
  - A. Substance use and alternatives in managing daily problems
  - B. Substance misuse and abuse as concerns of society
  - C. Controls on the purchase, possession and use of substances
- IV. Alternatives to Drugs
  - A. Mood changes as a part of everyone's life
  - B. Identifying things to help us feel good
  - C. Risk-taking, consequences and alternatives
  - D. School and community resources

TOPICAL OUTLINE OF THE DRUG EDUCATION CURRICULUM, K-12, CONT'D

JUNIOR HIGH

- I. Maintaining the Homeostasis of the Body
  - A. Environmental factors
  - B. Psychoactive drugs
  - C. Prescription and over-the-counter drugs
  - D. Drugs and pregnancy
- II. Drugs and Society
  - A. Advertising and drugs
  - B. Legal aspects of substance use, misuse and abuse
- III. Motivations for Drug Use
  - A. Individual reasons for using or abusing drugs
  - B. Progression from experimentation to abuse
  - C. Effects on performance
  - D. Reasons for continued drug use by individuals
  - E. Constructive alternatives
- IV. Communication Skills
  - A. Importance of clear communication
  - B. Practice communicating feelings and needs
  - C. Practice listening and receiving messages
  - D. Dynamics of peer pressure and drug use

SENIOR HIGH

- I. Effects of Drugs on the Homeostasis of the Body
  - A. Major classes of drugs (review)
  - B. Effects of drugs on the neuron and the brain
  - C. Tension and body balance
  - D. Substance use and body balance
  - E. Drug interactions
  - F. Drug dependence, tolerance and withdrawal
  - G. Drugs and driving
  - H. Drugs and pregnancy
- II. Drugs and Society
  - A. History of drug use
  - B. Relationships among industry, controls and society
  - C. Social policies regarding drug use
  - D. Effects of drug abuse on society
  - E. Viewpoints
- III. Communication Skills:
  - A. Stating feelings and needs constructively
  - B. Communication dynamics in groups
  - C. Communication dynamics in relationships
  - D. Effects of substance abuse on relationships
- IV. Motivations and Alternatives
  - A. Changing moods and feelings
  - B. Identifying alternative activities
  - C. Dealing with distress and pressure
  - D. Practice solving problems
  - E. Decisions influencing life style and life span
  - F. Developing a life-long model for health
  - G. Identifying sources of help and support in the community

CHARACTERISTICS OF EARLY AND LATE CHILDHOOD

Early childhood extends from two to six years, and late childhood extends from six years to the time of sexual maturity. The period of childhood is marked by growing independence. As the child leaves the home environment and enters school, new expectations and pressures result in changes in patterns of behavior, attitudes and interests.

EARLY CHILDHOOD

Certain characteristics of early childhood set it apart from other periods. Perception dominates thinking. In order to learn that things are not always what they appear to be, the child reaches out to touch and to experience people and objects in the environment. Rapid developments in language patterns and vocabulary help the child to communicate freely with peers and adults, and permit the child to express personal experiences and ideas about family and possessions.

As the child is placed in play and work groups, the needs and ideas of others begin to counteract the egocentrism and self-involvement characteristic of this period. Cooperative play evolves, and the child learns that sharing gains social approval and emotional support from peers and teachers.

Early childhood represents a period of heightened emotions. Children feel they are capable of accomplishing more than they are permitted to do. Anger and frustration develop when they are thwarted in their attempts to reach a goal. Children express spontaneously their emotions - anger, fear, jealousy, joy, affection, sadness - and need to be given time to share these feelings with their peers. Role-playing, creative dramatization, identification with storybook characters and simple discussion help children to express their feelings, and understand the feelings of others.

LATE CHILDHOOD

Late childhood corresponds to elementary school age. It is the time when the child is expected to acquire the foundations of learning that are considered essential for successful adjustment to later life. Failure to master the tasks assigned to this period results in feelings of inferiority and insecurity. Self-help skills (caring for personal needs), social skills (respect for others), school skills and play skills are developed. The child moves through a period of concrete operations where language is used increasingly to represent experiences and ideas. Listening, speaking, reading and writing develop rapidly as the child learns from adults, peers, books, magazines, television - everything in the environment.

The period of late childhood has been called "The Gang Age." Play groups are formed in which members are usually of the same age, sex and grade level. The child eats lunch, plays games and sports, and moves through the neighborhood and school with this special set of peers. Within the group, there are frequently shifting patterns of leaders and followers, and quarreling, boasting and bossiness are frequent verbal behaviors. It is a time of strenuous physical play where skill is held in esteem.

Children who are not accepted as members of a group must frequently find solitary amusements. Because social acceptance is a central role in the child's life, the degree to which the child feels accepted or rejected can influence social patterns now and in later life.

As the child matures, more control over the outward expression of emotions occurs. Acceptable and unacceptable forms of expression are assimilated, although concepts of positive and negative behavior are generalized to new situations. Misbehavior at school and with friends is used to win peer approval and to assert independence from adult authority. Older children are aware of religious, social and socio-economic status, and usually accept the cultural stereotypes passed to them by adults toward these situations. Only through exposure to alternative ideas and attitudes can the child clarify personal values.

During childhood, the child is expected to assume added responsibilities in school and at home, and success in handling responsibilities (especially those which significant people consider important) will add to a sense of well-being. Achievement, acceptance by others, and affection will help the child experience security and happiness during these formative years.

DEVELOPMENTAL TRAITS 5-8 YEAR OLDS (GRADES K-3)

1. By the age of 6, the average child has attained 43% of physical adult size while the brain and central nervous system have attained 90% of their size. Of course growth of the child will continue to occur, but the increments will be much smaller.
2. The children of this age group are now beginning and will continue to learn skills for ordinary games. Socialization with peer groups in game situations is important, as is socialization in the classroom setting.
3. It is at this time that children begin to formulate and develop conscience, a sense of morality, and a scale of values. By the age of 11 or 12, these items will be well-ingrained into the personality of the child and are likely to remain relatively unchanged.
4. The learning of culturally appropriate psychosexual roles begins to take place in earnest during this time period.
5. The achievement of personal independence begins to take place. The child entering school experiences a suddenly expanded "world" -- from his or her home to the neighborhood, then to the community. No longer is the child content to remain in his or her previous world, namely home and family.
6. The child will begin to evaluate himself/herself in terms of the school standards and the standards of his or her school peers. Self-concept will be modified from the image set previously by his or her parents and siblings. This receptiveness makes the child amenable to "affective" health education, an occasion perhaps never to be duplicated in later years.

DEVELOPMENTAL TRAITS OF 9-12 YEAR OLDS (GRADES 4-6)

By the time a student reaches the 4th grade, he or she is most likely to:

1. Show an increasing concern for group recognition and approbation.
2. Reject standards of home in favor of those of peer group or a clique.
3. Become a member of some secret society or social club.
4. Fluctuate between a need for independence and for dependence.
5. Be inconsistent and variable in regard for parents.
6. Be torn between loyalty to home and allegiance to peers.
7. Take good health for granted and become concerned only on those occasions when an illness threatens to interfere with activities.
8. Lack maturity of judgment.
9. Greatly increase interest in facts of all kinds and show a desire to extend intellectual as well as physical horizons.
10. Be critical of explanations of scientific phenomena, often demand evidence, and be alert to the claims of propaganda.

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GRADE FOUR

MATERIALS LIST

TEACHER REFERENCES: The following materials are examples of references that provide further background or reference information. It is expected that this suggested list will be modified by teachers as they work with the curriculum. Prices are subject to change.

PRESCRIPTION AND OVER-THE-COUNTER DRUGS: At least one good guide will be needed for reference in the classroom.

Evans, Wayne O., Ph.D. and Jonathan O. Cole, M.D. Your Medicine Chest. A Consumer's Guide to Prescription and Nonprescription Drugs, Boston: Little, Brown and Company, 1978. $5.95.

Wigder, H. Neil, MD. Dr. Wigder's Guide to Over-the-Counter Drugs. New York: Dell Publishing Co., Inc., 1970. $4.95.

AFFECTIVE EDUCATION:

Canfield, Jack and Harold C. Wells. 100 Ways to Enhance Self-Concept In The Classroom. A Handbook for Teachers and Parents. Englewood Cliffs, NJ: Prentice-Hall, 1976. $11.95.

Gordon, Thomas. Teacher Effectiveness Training. New York: David McKay, 1975. $9.95.

Scarf, Peter, William McCoy and Diane Ross. Growing Up Moral: Dilemmas for the Intermediate Grades. Minneapolis, MN: Winston Press, Inc., 1979. $5.95.

Simon, Sidney, Leland W. Howe and Howard Kirschenbaum. Values Clarification: A Handbook of Practical Strategies for Teachers and Students (New Revised Edition). New York: A & W Publishers, 1978. $6.95.

Stanford, Gene. Developing Effective Classroom Groups. A Practical Guide for Teachers. New York: A & W Publishers, 1977. $6.95.

RESOURCE AGENCIES:

Committee on Prescription Drug Misuse, Division of Substance Abuse Services, Two World Trade Center, 67th Floor, New York, NY 10047.

Food and Drug Administration. Buffalo District Office (serving upstate): Consumer Affairs Office, 599 Delaware Avenue, Buffalo, NY 14202 (716) 846-4483; New York City District Office (serving Long Island, Rockland and Westchester): Consumer Affairs Officer, 850 3rd Avenue, Brooklyn, NY 11232 (212) 965-5754.

Free Pamphlets: "We Want You to Know About...: Adverse Reactions to Medicines"
Labels on Medicines"
Prescription Drugs"
Today's FDA"

CLASS RESOURCES: Acquisition of the following materials is optional, depending on activities selected by the teacher. Prices are subject to change.

		SEE PAGE(S):
Books for Independent Reading:	Blue, Rose. Grandma Didn't Wave Back. New York: Dell Publishing Co., Inc., 1972. $.95.	30
	Blume, Judy. Otherwise Known As Sheila the Great. New York: Dell Publishing Co., Inc., 1972. $1.50	30
	Blume, Judy. Tales of a Fourth Grade Nothing. New York: Dell Publishing Co., Inc. 1972 $1.50	30
	Cleymer, Eleanor. Luke Was There. New York: Holt, Rinehart and Winston, 1973. $5.95.	30
	Harmin, Merrill. Better Than Aspirin: How to Get Rid of Emotions that Give You A Pain in the Neck. Niles, IL: Argus Communications, 1976. $2.50.	30
	Harris, Robie H. Rosie's Double Dare. (A Borzoi Book), New York: Alfred A. Knopf, 1980. $1.95.	30
	Klagsbrun, Francine, ed. Free to Be...You and Me. New York: McGraw-Hill Book Company, 1974. $8.95.	40
	LeShan, Eda. What Makes Me Feel This Way? New York: Collier Books, Division of Macmillan Publishing Co., Inc., 1972, $1.50.	30
	Little, Jean. Look Through My Window. New York: Harper & Row (Trophy), 1970. $1.95.	30
	Madison, Winifred. Marinka, Katinka and Me (Susie). Scarsdale, NY: Bradbury Press, 1975. $5.95.	30

		SEE PAGE(S):
	Naylor, Phyllis Reynolds. Getting Along In Your Family. Nashville, TN: Abingdon Press, 1976. $5.50.	30
	Palmer, Pat, Ed. D. Liking Myself. San Luis Obispo, CA: Impact Publishers, 1977. $3.95.	30
	Wilt, Joy. Checking 'Em Out and Sizing 'Em Up. Rolling Hills Estates, CA: B.L. Winch & Associates, 1980. $5.25.	52
Student References:	Anders, Rebecca. A Look At Drug Abuse. Minneapolis, MN: Lerner Publications, 1978. $4.95.	7
	Curtis, Robert H., M.D. Medical Talk For Beginners. New York: Julian Messner, 1976. $7.29.	4
	Eberle, Irmengarde. Modern Medical Discoveries (New Revised Edition). New York: Thomas Y. Crowell Company, 1968. $4.50.	23
	Winn, Marie. The Sick Book. New York: Four Winds Press, 1976. $7.95.	9
	Zim, Herbert S. Medicine. New York: William Morrow and Company, 1974. $6.25.	7
Filmstrip Sets:	Drugs and Children, Part I. The Story of Drugs, Part II. Today's Drugs. Freeport, NY: Educational Activities, Inc., 1970. $29.00 (2 filmstrips, record or cassette, teacher's guide.) Not outdated.	4
	Drugs In Our World. Chicago, IL: Society for Visual Education, 1971 (not outdated). (Filmstrip, cassette, teacher's guide).	4
	Health Network: Sixth Grade Unit, "Starga's World." Available from your local Cancer Society - may already be acquired by district resource center. Free loan.	44
Films/Videotapes:	Inside/Out Series. Available free on videotape provided by the school district. (Already acquired by most district resource centers.) For descriptive catalog and ordering information, contact Bureau of Mass Communications, New York State Education Department, CEC, Room 10A75, Empire State Plaza, Albany, NY 12230.	
	Suggested Titles: "How Do You Show"	28
	"But Names Will Never Hurt?"	30
	"But They Might Laugh"	30

GRADE FOUR

CONCEPT: Appropriate use of drugs can help safeguard our health.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE The students will define the term "drug." TEACHER INFORMATION Possible working definition of drug:	ACTIVITY 1. Select a. or b. or both a. Definition Comparisons Have students collect definitions for the term "drug" from many sources. Encyclopedias, dictionaries, interviews, and texts can be used. Compare the definitions. Look for commonalities and arrive at a working definition. Discuss terms "drug" and "medicine," or "medication."	Student Reference: Medical Talk for Beginners by Robert H. Curtis, M.D.	Reading
A drug is any substance which, when taken into the body, alters functioning of the body. A medicine is a drug used to prevent, treat or cure disease, or to relieve pain or discomfort.	b. Resource Interviews Have the students contact resource people for definitions of the term "drug." Doctors, dentists, nurses, pharmacists, etc. can be asked for definitions. Collect the definitions and look for similarities. Have the students arrive at a working definition for the word.	Resource Persons: Doctors Dentists Nurses Pharmacists Others	Language Arts
	SUPPLEMENTARY ACTIVITY: ACTIVITY 2. Filmstrips Introduce this concept by using one or more filmstrips which discuss and illustrate: the origin of the word "drug;" the history of drugs; how drugs are discovered; the proper use of drugs; and how people's bodies respond to drugs.	Filmstrips: Drugs and Children (Educational Activities, Inc.) Drugs In Our World (Society for Visual Education)	Social Studies Science

GRADE 4 CONCEPT I

CONCEPT: Appropriate use of drugs can help safequard our health.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE The students will discuss the differences among prescription, over-the-counter and illegal drug substances. TEACHER INFORMATION Prescription drugs must be ordered by a doctor duly licensed by the State for a specific person and condition and dispensed by a pharmacist. OTC (over-the-counter) drugs may be purchased by an individual like any other product.	ACTIVITY 1. Classification Divide the class into groups. Have each group brainstorm a list of drugs that can be purchased. After the students have shared their lists, have them classify the drugs under one of the following categories: - prescription drugs - over-the-counter drugs - illegal drugs Have the students compare the three drug categories to determine why some drugs are sold by prescription, others are sold over the counter, and some have been declared illegal. Have the students determine the agencies which are responsible for determining the drug classifications.	Teacher References: Your Medicine Chest by Wayne Evans & Jonathan O. Cole Dr. Wigder's Guide to Over-the-Counter Drugs by H. Neil Wigder, MD Pamphlet: "We Want You to Know About Today's FDA" (Food & Drug Administration)	Social Studies
Before they can be offered for sale to the public, prescription and OTC drugs must be approved as safe and effective (when properly used) by the Food and Drug Administration. Illegal, or "street," drugs are not approved for distribution. Their sale, purchase or use may result in arrest and a fine or incarceration.	ACTIVITY 2. How Our Government Cares (Research) Have students research answers to the following questions and share the information obtained with the class: - What are some things the Food and Drug Administration does to protect the public? - Why does the Food and Drug Administration have to approve drugs for sale to the people? (Cont'd on next page.)	Teacher References: Pamphlet: "We Want You to Know About Today's FDA" (Food and Drug Administration)	Social Studies

CONCEPT: Appropriate use of drugs can help safequard our health.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 2. (cont'd) - What do we know about the drugs we purchase legally that we cannot know about drugs that are illegally obtained? - How does the legal and proper use of drugs help safeguard our health?		
TEACHER INFORMATION Some students may not be given permission to do this. Allow them to "pass" inconspicuously by focusing on volunteer contributions or identifying two groups: "surveyors" and "tabulators."	ACTIVITY 3. Medicine Cabinet Survey Several days in advance, have the students compose a letter to their parents asking the parents to help them list and classify the contents of their medicine cabinets according to prescription drugs, over-the-counter drugs and nondrug substances as a class assignment. After students have completed the activity, have them report their findings in class, tabulate the results and develop a bar graph which reflects the number of items in each category.		Written Expression Math
OBJECTIVE The students will discuss appropriate medical uses of common drugs.	ACTIVITY 1. Brainstorming and Categorizing a. Have the students brainstorm a list of legal (prescription and OTC) drugs. Introduce the four categories of drugs to the students, and participate with them in categorizing their list, using references where needed. (Cont'd on next page.)	Teacher References: Dr. Wigder's Guide to Over-the-Counter Drugs by H. Neil Wigder, M.D. Your Medicine Chest by Wayne O. Evans and Johnathan D. Cole	

CONCEPT: Appropriate use of drugs can help safequard our health.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
TEACHER INFORMATION Prescription and OTC drugs can be divided into four categories, based on their medical uses: 1. Drugs that combat disease (penicillin sulfa, antibotics). 2. Drugs that prevent disease (vaccines). 3. Drugs that relieve pain and discomfort (analgesics, narcotics). 4. Drugs that aid body functions (insulin, adrenalin, digitalis).	ACTIVITY 1. (cont'd) b. Divide the class into four committees, one for each drug category. Then select either Activity 2 or Activity 3 as an assignment for the committees.		
	ACTIVITY 2. Interviews a. Have each committee from Activity 1 prepare a list of questions regarding the drugs in their category to ask a class resource person. b. Invite a local pharmacist, the school nurse-teacher or other knowledgeable professional to visit the class to answer student questions and provide information about proper medical uses for drugs and possible consequences of improper uses.	Resource Person: Local pharmacist, school nurse-teacher, or other knowledgeable professional	Language Arts
	ACTIVITY 3. Research and Report Have each committee from Activity 1 research their assigned drug category and report on the following: - Names of common drugs in each category. - Ways in which the drugs are produced. - How and in what form the drugs are taken. - Ways in which the drugs work within the body. (Cont'd on next page.)	Resource: Food & Drug Administration (Contact your District Office) Student References: A Look At Drug Abuse by Rebecca Anders Medicine by Herbert S. Zim	Written Expression Report Writing

CONCEPT: Appropriate use of drugs can help safequard our health.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 3. (cont'd) - Ways in which drug production is regulated by law. - Ways in which drugs can be harmful to the body. Have the students present the reports to the class using audiovisual aids, where appropriate.		

GRADE 4 CONCEPT I

CONCEPT: Appropriate use of drugs can help safeguard one's health.

OBJ. & TEACHER INFO.

OBJECTIVE

The students will define a prescription.

Teacher Information

A prescription contains directions written by a doctor duly licensed by the State to a pharmacist so the pharmacist can prepare and dispense medicine for use by a specific individual. A prescription is written on a special form, and must be signed by the doctor.

Dispense is a word used to describe the handing over of medicine by the pharmacist to the patient.

Dosage refers to how much medicine is given a person, and how often it is given.

A generic drug is one that is sold by its chemical name rather than a brand name. If a prescription can be filled "generically," it probably will cost less.

LEARNING ACTIVITIES

ACTIVITY 1. A Prescription Model

a. Ask students to volunteer definitions of a prescription, and ideas regarding information that a prescription must contain. Discuss the information with students, bringing out the meaning of the terms "dispense," "dosage" and "generic" as they relate to medicines.

b. Distribute the prescription replica to students and have them check their ideas. Ask students to locate each of the following on the replica:

1. doctor's name, degree, address, phone number
2. patient's name, age, address
3. date of prescription
4. name of medicine
5. strength of medicine
6. dosage
7. doctor's signature
8. refill information
9. whether generic substitution is permissible

Ask the students to provide reasons why each item of information is necessary.

RESOURCES

Teacher Reference:

Pamphlet: "We Want You to Know About Prescription Drugs"
(Food & Drug Administration)

Resources Agencies:

Food & Drug Administration
(Contact your District Office)

Committee on Prescription Drug Misuse

Materials:

Prescription Replica, p. 11
(one per student)

Student Reference:
The Sick Book
by Marie Winn
(especially, p. 143)

INTEGRATION

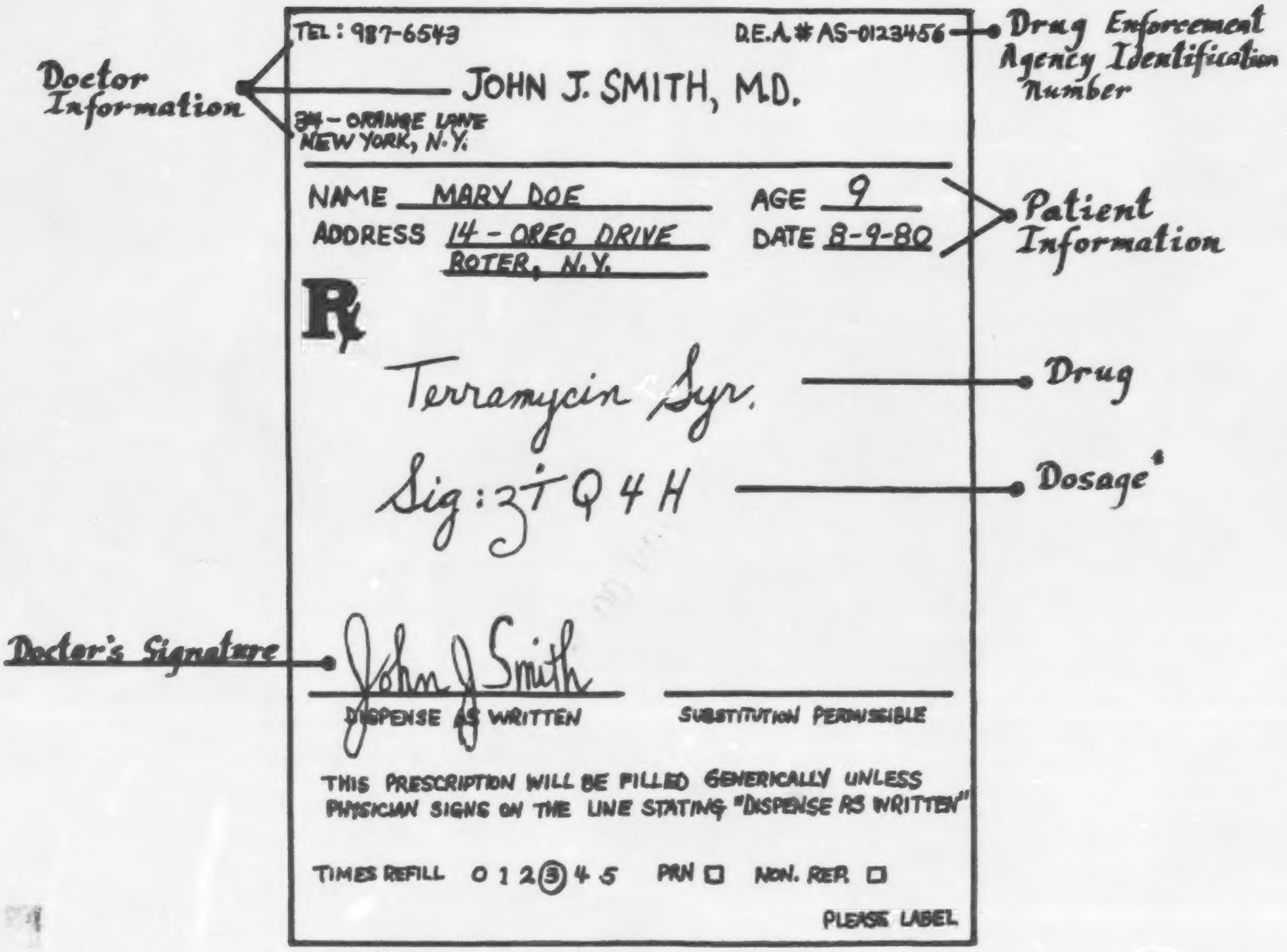
Language Arts

GRADE 4 CONCEPT I

CONCEPT: Appropriate use of drugs can help safeguard one's health.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE The students will discuss information found on the labels of prescription and OTC drug items.	ACTIVITY 1. A Label Model a. To introduce this activity, ask students if they can tell you what other form we need to know how to read (in addition to a prescription) as consumers of medicines. When students have guessed "label", ask them why it is important to know how to interpret the information on the labels of drug items. Then ask students to volunteer ideas about the information labels should contain.	Teacher Reference: Pamphlet: "We Want You to Know About Labels on Medicines" (Food & Drug Administration) Resource: School nurse-teacher (optional)	Reading
TEACHER INFORMATION Prescription drug labels do not usually include information concerning drug side effects, counterindications, or effects of overdose or withdrawal. This "product information" may sometimes be obtained on request from the pharmacist. It is also published in the PDR (Physicians' Desk Reference), which may be available in the school Health Office. The teacher may want to invite the school nurse-teacher to assist with this activity and bring the PDR as a demonstration of all the things doctors, and sometimes consumers, need to know about a prescribed medication.	b. Distribute the prescription drug label replica to students. Have them check out their ideas with the information contained on the replica, locating each of the following items on the label: 1. name, address and phone number of pharmacist 2. name and address of person for whom medicine is prescribed 3. dosage and directions for taking medicine 4. name of drug and strength 5. name of doctor 6. identifying number of prescription 7. date of prescription 8. cautions, warnings 9. refill information Ask students to provide reasons why each item of information is necessary.	Materials: Prescription Drug Label, p. 13 (one per student)	Reading
	c. Introduce the term "side effects." Ask students to volunteer ideas about what side effects are, and why it is important to be aware of them when you take any drug. Use one or more product information forms to demonstrate the variety of side effects that can be produced by a single medication. Elicit from the students the idea that side effects may sometimes be more severe than the symptoms the drug is used to treat.	Materials: One or more product information forms	Science

Prescription Replica


Doctor Information
Drug Enforcement Agency Identification Number
Patient Information
Drug
Dosage*
Doctor's Signature

TEL: 987-6543

D.E.A.# AS-0123456

JOHN J. SMITH, M.D.

34 - ORANGE LANE
NEW YORK, N.Y.

NAME MARY DOE
AGE 9
ADDRESS 14 - OREO DRIVE
ROTER, N.Y.
DATE 8-9-80

℞

Terramycin Syr.

Sig: ʒi Q 4 H

John J Smith

DISPENSE AS WRITTEN

SUBSTITUTION PERMISSIBLE

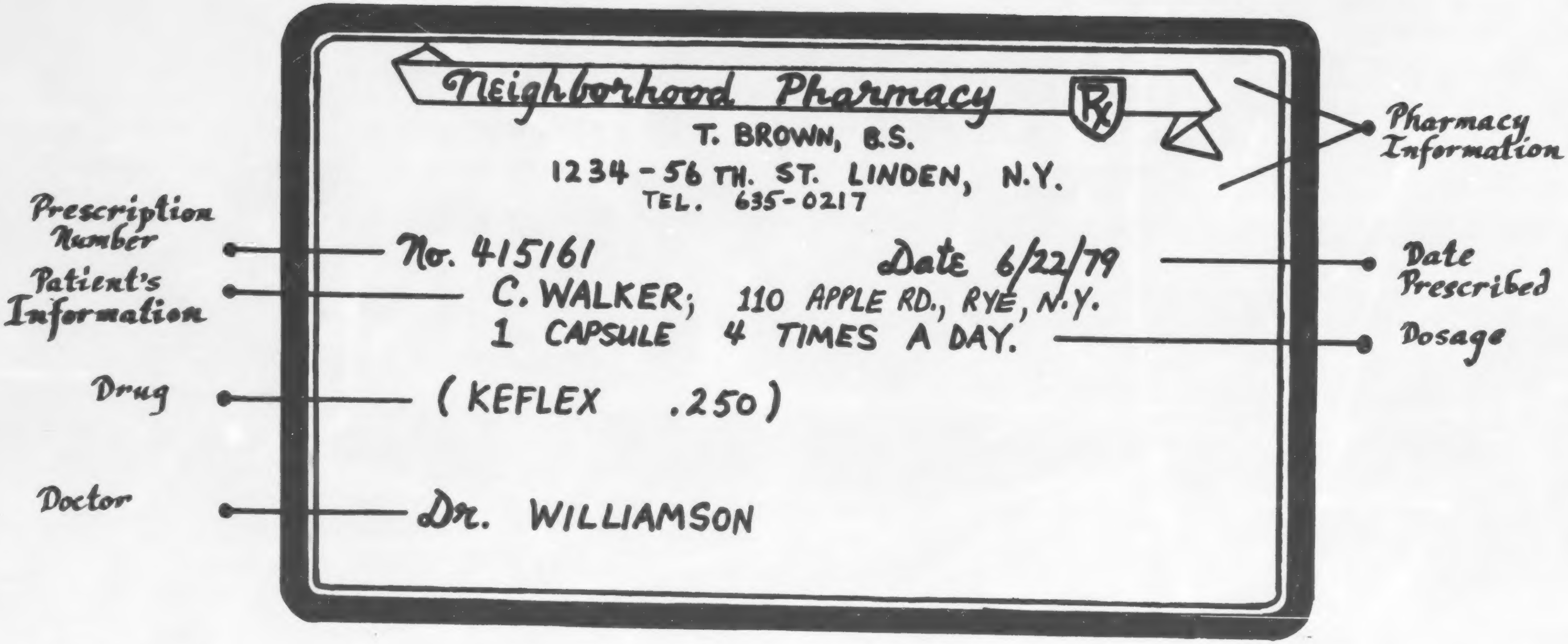
THIS PRESCRIPTION WILL BE FILLED GENERICALLY UNLESS PHYSICIAN SIGNS ON THE LINE STATING "DISPENSE AS WRITTEN"

TIMES REFILL 0 1 2 [✓ 3] 4 5 PRN ☐ NON. REP. ☐

PLEASE LABEL

* Latin Abbreviation for: "Directions: One teaspoonful every four hours."

Prescription Drug Label



Neighborhood Pharmacy ℞
T. BROWN, B.S.
1234 - 56 TH. ST. LINDEN, N.Y.
TEL. 635-0217

No. 415161 Date 6/22/79
C. WALKER; 110 APPLE RD., RYE, N.Y.
1 CAPSULE 4 TIMES A DAY.
(KEFLEX .250)

Dr. WILLIAMSON

Pharmacy Information
Prescription Number
Date Prescribed
Patient's Information
Dosage
Drug
Doctor

GRADE 4 CONCEPT I

CONCEPT: Appropriate use of drugs can help safeguard one's health.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
TEACHER INFORMATION This activity can be combined with the previous activity, and conducted with the assistance of the school nurse-teacher.	ACTIVITY 2. Over-The-Counter-Drugs: Collect empty containers for OTC drugs, and have students identify the type of information found on the container. Discuss information found on the container. Discuss how this information differs from that found on a prescription label.	Materials: Empty OTC drug containers (with labels) Resource Person: School nurse-teacher (optional)	Reading
TEACHER INFORMATION Discuss the class visit with the pharmacist in advance. Review the kinds of questions that may be asked and suggest that a demonstration of something s/he does (such as making ointment) be included to add interest to the visit.	ACTIVITY 3. Interview of Pharmacist Have students compile a list of questions they have about prescriptions and labels. Invite a pharmacist to the class to answer the student's questions and provide other important information they should know. Examples of Questions for the Pharmacist: - Why would a generic drug be substituted for a brand name drug? - Who is authorized to write a prescription? - Can you give a prescription to friend? - Who is authorized to fill a prescription? - What does the pharmacist do with the prescription? - Can a prescription be used more than once?	Resource Person: Pharmacist	Language Arts
	SUPPLEMENTARY ACTIVITIES:		
	ACTIVITY 4. Label-Making As a follow-up to demonstrate what they have learned, have students prepare their own labels for imaginary drugs and present them to the class. Other students can look for missing information.	Materials: Drawing paper Markers	Art Critical Thinking

GRADE 4 CONCEPT I

CONCEPT: Appropriate use of drugs can help safeguard one's health.

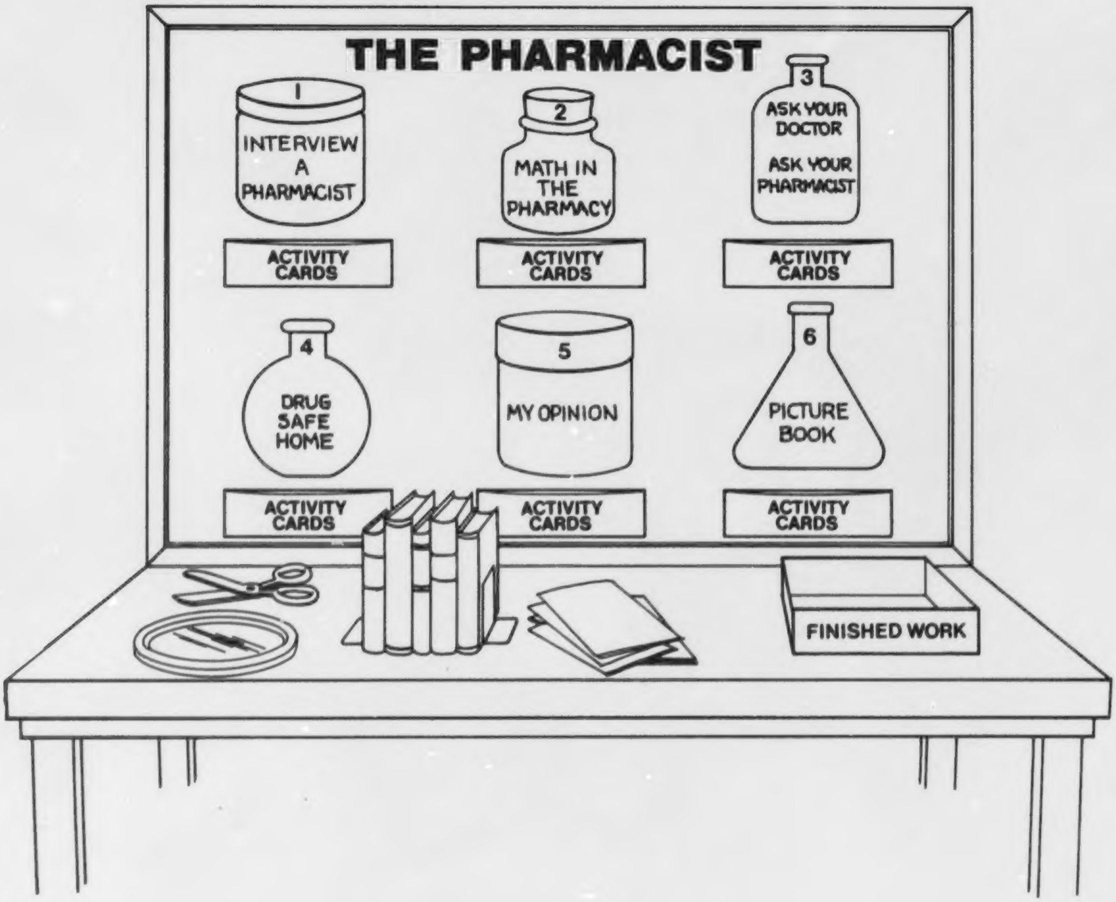
OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
TEACHER INFORMATION The student picture books created in Activity Six of the Learning Center can be displayed in the pharmacy, if store policy permits and the pharmacist agrees. Some pharmacists may appreciate this kind of feedback on their visit to the class.	ACTIVITY 5: **Learning Center on the Pharmacist and the Pharmacy** This center combines six activities. It is described on the following pages.	**Materials:** Table Bulletin board Colored paper to cover board Stiff paper for making cards Envelopes (pockets) to hold cards Scissors Tacks Markers, crayons, paints Box for student work	Reading Oral Expression Career Education Mathematics Written Expression Consumer Education Safety Social Studies Art

FOURTH GRADE

LEARNING CENTER ON THE PHARMACIST AND THE PHARMACY

DIRECTIONS FOR MAKING THE LEARNING CENTER

1. Cover a bulletin board with colored paper, and place a work table below.
2. Cut-out a series of bottle shapes and tack on bulletin board.
3. Write the titles of the activities on the bottle shapes.
4. Under each bottle cut-out, attach a pocket to hold the activity cards.
5. Prepare activity cards and place in pockets.
6. Place materials required by students on the table.
7. Provide a basket for the reports. Periodically check the basket and check the worksheets placed there by the students.


THE PHARMACIST
1
INTERVIEW A PHARMACIST
ACTIVITY CARDS
2
MATH IN THE PHARMACY
ACTIVITY CARDS
3
ASK YOUR DOCTOR
ASK YOUR PHARMACIST
ACTIVITY CARDS
4
DRUG SAFE HOME
ACTIVITY CARDS
5
MY OPINION
ACTIVITY CARDS
6
PICTURE BOOK
ACTIVITY CARDS
FINISHED WORK

ACTIVITY CARD ONE: INTERVIEW A PHARMACIST

Make an appointment to interview a pharmacist. Ask the pharmacist the following questions. Take notes about the information which the pharmacist gives you.

1. Why did you want to be a pharmacist?
2. What education have you had?
3. How did you get your license to practice pharmacy?
4. What is your job?
5. How many hours do you work?
6. Why do people need prescriptions for some medicines?
7. How do you fill a prescription?
8. Can you write a prescription? Why?
9. What do you do with the prescription form?

Add some other questions that interest you. After you have collected your information, write a report about the pharmacist. Draw a picture for your report. Display your report on the bulletin board.

ACTIVITY CARD TWO: MATH IN THE PHARMACY

Note to the teacher: If problems are too advanced for class level, simplify.

Solve these math problems. Place your solutions in the finished work box on the desk.

1. You are a pharmacist, and you have just received your supplies. You have ordered a bottle containing 1000 antibiotic capsules. Your average prescription calls for 20 capsules. How many prescriptions can you fill from this bottle?

2. You have just received a quart of cough medicine. Your average prescription requires 120 cc. of cough medicine. If 1 quart = 960 cc., how many prescriptions can be filled from the quart bottle of cough medicine?

3. You have just received 8 ounces of powder to treat athlete's foot. Your average prescription calls for 2 grams of powder. If 1 ounce = 1.8 grams, how many prescriptions can be filled from the 8 ounces of powder?

ACTIVITY CARD THREE: ASK YOUR DOCTOR; ASK YOUR PHARMACIST.

Fold a piece of paper in half. On one side, write the heading: Ask Your Doctor. On the other side write the heading: Ask Your Pharmacist.

Under the heading, Ask Your Doctor, write some things you should ask your doctor when you get a prescription.

Under the heading, Ask Your Pharmacist, write some things you should ask your pharmacist when you get a prescription.

Share these lists with your family.

ACTIVITY CARD FOUR: WORKING WITH PARENTS FOR A DRUG SAFE HOME

Draw up with your family a list of rules for safe handling of medicines and drugs. The rules should include ideas for taking medicines, storing medicines, and disposing of medicines.

Create a poster illustrating these rules. Hang the poster in a place in your home to remind the family of rules for a drug-safe home.

ACTIVITY CARD FIVE: MY OPINION

You have just discovered a new drug that keeps people young. When people take your drug regularly, they will not grow old. Everyone wants to buy your new drug. However, there is a side-effect. After you take the drug, your hair turns green. Some people don't care if they have green hair. They want to take the drug and stay young. Other people think the drug is bad for you to take if your hair turns green.

The Food and Drug Administration must approve of the drug before it can be sold. You are a researcher for the Food and Drug Administration. You must decide if the drug can be sold or not.

Write a report containing your decision. Share your report with two students. Display your report on the bulletin board.

ACTIVITY CARD SIX: PICTURE BOOK

Make a picture book about the pharmacy. In your picture book tell how the pharmacist helps us. Draw pictures to show the pharmacist at work. Draw a colorful cover for your book with a catchy title.

Read your picture book to a young child to help the child learn about the pharmacist. Place your book on the activity table for your classmates to read.

GRADE 4 CONCEPT I

CONCEPT: Appropriate use of drugs can help safeguard one's health.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE The students will compare medications prescribed now to medications prescribed in the past.	ACTIVITY 1. Interviews Have the students interview grandparents, older members of their families, other adult friends and parents to determine medicines used to treat sicknesses in past years. The interview can include questions to determine names of drugs used, the purposes for which the drugs were taken, what home remedies were administered, who determined what drugs would be taken, etc. Have the students share their interviews with the class.		Oral Expression Social Studies Science
	ACTIVITY 2. Time Line Have students develop a time-line tracing the development of several modern medicines. Drugs like ether, penicillin, sulfa, the polio vaccine, the small pox vaccine and digitalis can be investigated.		Social Studies Science
	SUPPLEMENTARY ACTIVITIES:		
	ACTIVITY 3. Biographies Have students read biographies of famous scientists who discovered drugs with medical uses and report to the class.	Materials: Encyclopedias, health textbooks, biographies Modern Medical Discoveries by Irmengarde Eberle	Reading Oral Expression

GRADE 4 CONCEPT I

CONCEPT: Appropriate use of drugs can help safeguard one's health.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 4. Medicine of the Future Have the students imagine they are scientists doing research, and each of them has just discovered a new medicine. Focus children's attention on the content of the activity by asking the following questions. What illness can you treat with this new medicine? What will you call the medicine? Will your medicine be an OTC or prescription drug? How does it feel to have discovered a new medicine? Have the students write a report that tells about the discovery.		Science
	ENRICHMENT ACTIVITY FOR THE GIFTED:		
	ACTIVITY 5. Folk Remedies Obtain a book on folk remedies. Invite the students to report on the methods and preparations used to treat colds, headaches, fever, etc. Have the students compare these remedies to current medications.	Materials: Book on folk remedies	Reading Written Expression Science
	CULMINATING CONCEPT EVALUATION ACTIVITY:		
	How Much Did I Learn? Have the students complete the worksheet, How Much Did I Learn? Permit the students to share their responses. Informally note the accuracy and appropriateness of the responses and patterns of answers. Use this information for future planning.	Materials: Worksheet: How Much Did I Learn?, p. 25 (one per student)	Written Expression

WORKSHEET: HOW MUCH DID I LEARN?

Directions: Read through the following paragraph and circle any words that do not describe the proper use of drugs or the correct actions. Then write in the words which you feel would make the paragraph correct.

You have just been to the doctor's for a checkup, and the nurse wrote you out a prescription. Before you return home you stop at the drug store to have the prescription filled. Your friend, the delivery boy at the pharmacy, fills your prescription.

When you arrive home and read the label of your medicine, you find that it must be taken 4 times a day, so you take four pills at once.

An hour later you feel very sick. Your grandmother suggests an old family remedy, so you stop taking the medicine prescribed and take the remedy instead. It doesn't help, so you take some more.

Finally, you recover. A friend comes to visit you. You give your friend your leftover medicine. "It didn't work for me," you say. "Maybe it will work for you."

GRADE 4 CONCEPT II

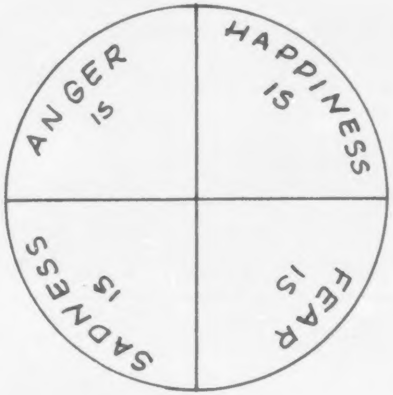
CONCEPT: Our emotions affect our health and well-being.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE The students will discuss how they become aware of certain emotions.	Activity 1. Pictures of Emotions Divide the class into small groups. Provide each group with a series of pictures depicting various emotions - happiness, anger, love, etc. Ask students to identify the depicted emotions and share a time that they or someone close to them experienced the emotions. Have them describe the circumstances surrounding the experience.	Materials: Pictures illustrating people displaying various emotions	Oral Expression
TEACHER INFORMATION It is important for students to recognize how they feel in order to communite these feelings to others. It can also be very important to interpret accurately the feelings of others.	Suggested Questions: - Can you recognize how you feel? - Can you recognize how others feel? - How do you know if the message which you are receiving is accurate? - What might happen if you misinterpret someone else's feelings? (Have students give examples.)		
TEACHER INFORMATION Individual differences should be reinforced in this activity, as well as shared feelings.	ACTIVITY 2. Select a. or b. a. Sentence Stems Have students complete sentence stems which focus on their awareness of certain feelings. Examples: - Happiness is... - My favorite time of the day is_____because... - I'm scared when... - My teacher makes me feel... - When my parents get angry, I... - My best friend makes me feel... Ask for volunteers to share their statements. Discuss how, from day to day, moment to moment,		Oral Expression Written Expression

(Cont'd on next page.)

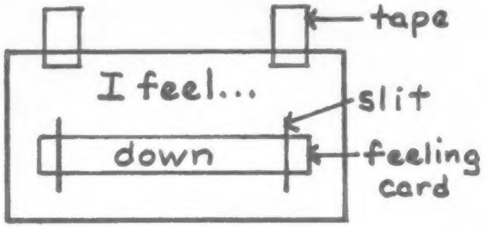
GRADE 4 CONCEPT II

CONCEPT: Our emotions affect our health and well-being.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 2 a. (cont'd) feelings can change and that everyone does not feel the same way that you may feel about a subject, person or situation.		
	b. Emotions Wheels Brainstorm a list of various feelings. On paper pie plates, have the students name four emotions that they have experienced, and draw pictures showing situations in which they have experienced these emotions. Discuss with the students how they become aware of their feelings. Example: 	Materials: Pie plates Markers, crayons	Art Oral Expression
	SUPPLEMENTARY ACTIVITY: ACTIVITY 3. Film/Videotape Show a film that demonstrates the ways several boys show their feelings. Have students develop a skit to communicate how they show feelings in pantomine.	Film/Videotape: "How Do You Show" from the the Inside/Out Series (Bureau of Mass Communications)	

GRADE 4 CONCEPT II

CONCEPT: Our emotions affect our health and well-being.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE The students will discuss feelings that bring discomfort.	ACTIVITY 1. Feelings Thermometers Distribute the worksheet, Feelings Thermometers, to the students. Explain that the thermometers will be used to measure the strength of their feelings. Have the students color in the thermometer to the level that reflects the strength of their feelings at the moment. Allow the students to discuss their feelings and reactions.	Materials: Worksheet: Feelings Thermometers, p. 31 Red marker or crayon	Art
TEACHER INFORMATION Feelings can cause both psychological and physical discomfort. This activity increases the awareness of everyone in the class regarding the feelings of their classmates and how they change during the day. It also helps children who cannot easily show their feelings begin to express them to others. As an ongoing class activity, it can be used by the teacher to help surface and deal with factors that affect the learning climate of the classroom.	ACTIVITY 2. I Feel. . . . . Signs Have each student identify a series of words that describe feelings they have during the school day. These words are then written on separate cards, a set for each student, selected and made by the owner. The cards are displayed one at a time on a prominent place on the student's desk so others can see. A larger card labeled "I feel...," with two slits for inserting the ends of the feeling cards can be hung from the side or the front of the desk. As a member of the class, the teacher does the same. Example: 	Materials: Stiff paper for making cards Rulers Scissors Markers Tape	

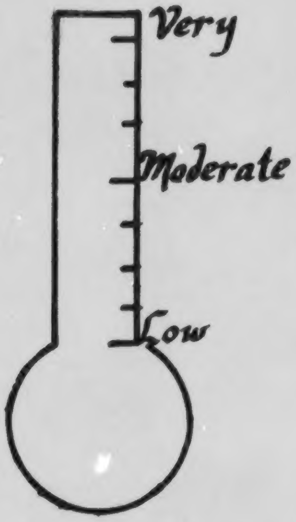
GRADE 4 CONCEPT II

CONCEPT: Our emotions affect our health and well-being.

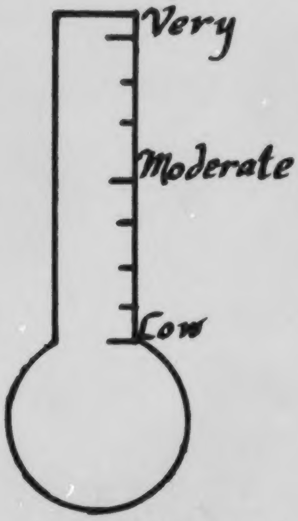
OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 3. Forced Choice Have the students consider the forced-choice pairs below, choose the situation which is most comfortable for them, and discuss choices. Forced-Choice Pairs: - Some bully threatens that if you don't steal some money, he will beat you up. - Some kids promise you money if you will deliver some drugs for them. - You are told by your mother that you must either clean your room or wash dishes before you can go to the movies. - Some kids in school belong to a gang you think you would like to join. They tell you that you have to take some pills in order to become a member. Discuss the feelings and reasons for the choices.		Oral Expression
	SUPPLEMENTARY ACTIVITIES:		
TEACHER INFORMATION Where a school librarian is available, it may be preferable to provide him/her with a list of titles for acquisition and recommendation to students. These books are best read in one or a few sittings.	ACTIVITY 4. Reading Center Establish an area in the classroom where students may go during a quiet time to read on their own. Books should be available which help children better understand themselves and others.	Examples of Books for Independent Reading: See Materials List	Reading
	ACTIVITY 5. Film/Videotape Show a film from the Inside/Out Series to introduce situations where students may say things that can bring uncomfortable feelings to others. Use the fish bowl technique to allow students an opportunity to discuss their own experiences.	Films/Videotapes: "But Names Will Never Hurt?" "But They Might Laugh" from the Inside/Out Series (Bureau of Mass Communications)	Oral Expression

Feelings Thermometers

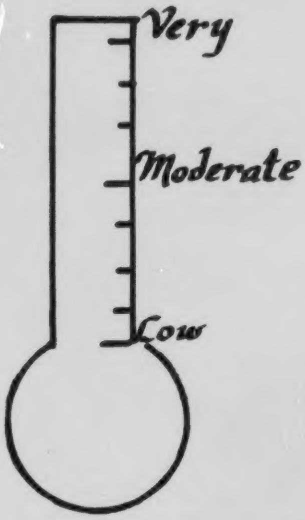
Read each situation. Mark the level of your feelings on the thermometers.


Very
Moderate
Low

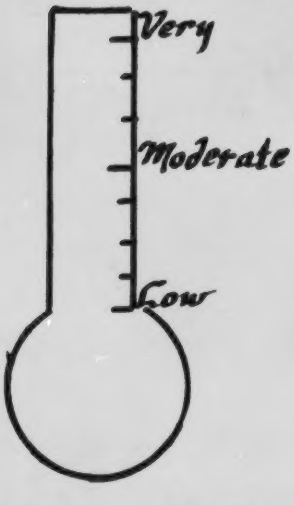
Your brother tore your project. You feel ____________.


Very
Moderate
Low

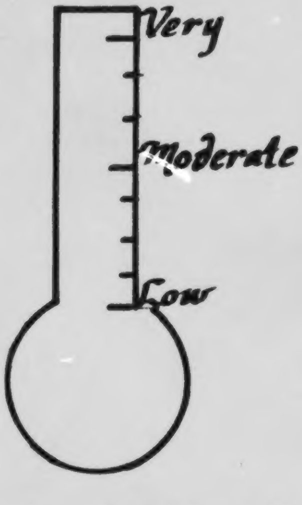
Your sister won't take you to the movies. You feel ____________.


Very
Moderate
Low

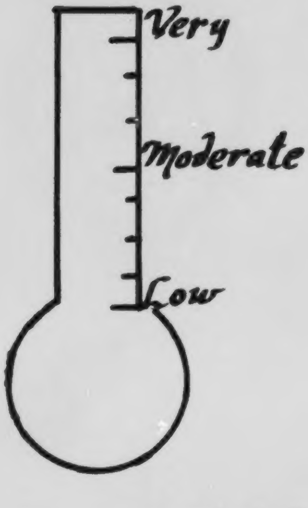
You lost your lunch money. You feel ____________.


Very
Moderate
Low

You walk to school and must pass a group of bullies. You feel ________.


Very
Moderate
Low

Your best friend has moved away. You feel ________.


Very
Moderate
Low

You were elected President of the class. You feel ____________.

GRADE 4 CONCEPT II

CONCEPT: Our emotions affect our health and well-being.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE The students will discuss how sickness can become a way of dealing with problems. **TEACHER INFORMATION** When a feeling produces discomfort and we are unable to cope with that feeling successfully, the sense of discomfort may intensify. If we foster or ignore this discomfort, it may result in sickness, an indication that body balance has been significantly disturbed. The sickness produced becomes a means of dealing with the problem.	ACTIVITY 1. Circle Time Ask students: "Has anybody ever had to take a test that they didn't want to? Did thinking about a test ever make you feel sick? Did you ever know someone whom you thought stayed home sick so s/he wouldn't have to take a test?" Explore the idea that sickness or ill health is a way of dealing with situations when we choose to avoid those situations. Introduce the sentence stem, "A time I know I decided to get sick was..." Have the students respond to the sentence stem with their experiences.		Oral Expression
	ACTIVITY 2. Writing Time Ask the students to focus on a time when they did not want to do something and felt upset or sick about having to do it. Have them write a paragraph about the situation and identify their feelings. Encourage the use of descriptive words to enable everyone to experience the situation. Have the students share their paragraphs with other classmates. Finally, ask them to re-evaluate the situation and suggest what they might have done differently to change the feelings.		Written Expression Oral Expression Critical Thinking

GRADE 4 CONCEPT II

CONCEPT: Our emotions affect our health and well-being.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION

OBJECTIVE

The students will discuss ways of changing certain emotions.

TEACHER INFORMATION

A negative belief is an assumption that a person makes about his/her inability to do something. Since a negative belief causes uncomfortable feelings, it disturbs the balance of the body. Restoring that balance involves changing the negative belief to one that is more positive.

ACTIVITY 1. Select a. or b.

a. Can You See It Differently?

Provide an example of a statement that contains a negative belief. In a column next to the statement have the students list all of the reasons why someone might feel that way. In a third column, list positive arguments to offset and change that negative belief to one that is positive.

Example:

Negative Belief	Why I Feel That Way	Seeing It Differently
I'm afraid to play ball because I can't catch or throw.	I look silly; I miss the ball when it comes to me; I get nervous; everyone else is better than I am; I'll make the team lose; etc.	Winning isn't important; having fun and good sportsmanship is; the more I play the better I'll become; everyone starts without some skill; I can get someone to teach me; I can practice; etc.

Discuss the activity and share ideas.

Oral Expression

GRADE 4 CONCEPT II

CONCEPT: Our emotions affect our health and well-being.

OBJ. & TEACHER INFO. | LEARNING ACTIVITIES | RESOURCES | INTEGRATION

b. I Can't... Because... So I'll...

Have the students focus on something which they feel they can't do. Ask them to list all the reasons why. Finally, have them determine different ways to look at the situations, and possibly change their feelings.

I Can't...	Because...	So I'll...
draw	it never comes out right	try it as best I can
	it doesn't look right	ask for help from Beth or Ramon
	it gets sloppy	plan what to do first
	everyone is better than me	try to see it as fun

Written Expression

TEACHER INFORMATION

It is important to bring out the relationship between attitudes and feelings. Negative beliefs produce negative attitudes that can interfere with our ability to experience good feelings. Of course, it is also important to be sensitive to external conditions over which we may have little control.

ACTIVITY 2. Planning How to Feel

Have the students write a letter about how they plan to feel tomorrow. Have the students read their letters silently several times during the day. On the following day, have the students reflect to see if they felt as they had planned to feel. Ask students who say they do feel that way if they think it has anything to do with the fact that they planned to feel that way. Ask them to share their reactions about having some control over the way they feel.

Written Expression

GRADE 4 CONCEPT II

CONCEPT: Our emotions affect our health and well-being.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	CULMINATING CONCEPT EVALUATION ACTIVITY:		
	Sentence Stems Have the student complete the sentence stems on the worksheet, My Opinion, which focus on ideas and activities developed in this concept.	Materials: Worksheet, My Opinion, p. 37	Written Expression

MY OPINION

Name: Date:

1. My favorite activity was ______________________________

____

2. An activity that made me feel uncomfortable was __________

____

____

3. I think the ______________________________________

activity was ______________________________________

____

4. Something I learned which I didn't know before was _________

____

____

____

____

5. The most important things I learned were _________________

____

____

____

____

GRADE 4 CONCEPT III

CONCEPT: Recognizing and communicating feelings helps us to solve problems and resolve conflicts.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE The students will practice communication skills for expressing feelings and listening to others. **TEACHER INFORMATION** Accurate communication of messages requires an awareness of how both verbal and body signals may be read by others. It also requires skills in oral expression and listening.	ACTIVITY 1. I-Language Write an example of a positive "I-Message" on the chalkboard, such as: "I feel proud when everyone is ready to work because I know we'll get our work done." Have the students analyze the message. Provide several other examples of "I-Messages" for analysis. Explain to the students the purpose of an "I-Message." Have the students practice completing sentence stems such as the following to make them into "I-Messages": I'm scared when ___________ I love it when __________ I'm angry when __________ I'm happy when __________	Teacher Reference: Teacher Effectiveness Training by Thomas Gordon	Oral Expression
In emotional or conflict situations the message of the speaker is usually an expression of need. To make this message acceptable to the listener, it is helpful to present it in a non-threatening way. "I-Messages" are a way of letting someone know how you feel in a certain situation and (Cont'd on next page.)	ACTIVITY 2. Dyads Divide the class into groups of two. Have one student (the speaker) describe to the other student (the listener) an experience about which s/he feels excited. After a brief time, call the students into a circle. Have the second student (the listener) tell the experience which s/he has just heard from the first student (the speaker). The first student evaluates the accuracy of the story as well as the listening attention which was offered. The dyad is repeated again with the students reversing their roles.		Oral Expression Active Listening Skills

GRADE 4 CONCEPT III

CONCEPT: Recognizing and communicating feelings helps us to solve problems and resolve conflicts.

OBJ. & TEACHER INFO.

TEACHER INFO. (cont'd)

why without blaming the listener for your feelings. For example, a teacher might say to the class "I feel upset when the classroom is noisy because people cannot hear what I am saying or concentrate on their work.

"I-Messages" may also be positive expressions that reinforce desired behavior.

The "I-Message" follows a simple pattern I feel _____ when _____ because _____ The sender takes the responsibility for his/her own feeling. The person who receives the message does not feel blamed, and has an opportunity to change behavior.

This concept will be repeated throughout the intermediate and upper grades. The "I-Message" may be a sophisticated idea for many students at this level. However, some students will be ready to learn new ways of communicating their feelings.

LEARNING ACTIVITIES

ACTIVITY 3. Triads

Divide the class into groups of three. Designate one child as speaker, one child as listener, and one child as recorder. Have the first child tell an experience to the second as the third evaluates the communication. Provide a checklist of communication skills. An example of this checklist might include:

Good Speaking	Good Listening
-Uses eye contact	-Uses eye contact
-Sticks to the point	-Provides minimal prompts (mm-hmm)
-Uses a lively voice	-Waits for his/her turn to speak
-Uses "I-Language"	-Values what has been said
-Gives everyone a chance	

A suggested topic for discussion is: "A Time I Took A Chance."

RESOURCES

INTEGRATION

Oral Expression

Listening Skills

GRADE 4 CONCEPT III

CONCEPT: Recognizing and communicating feelings helps us to solve problems and resolve conflicts.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE	ACTIVITY 1. Select a. or b.		
The students will discuss ways of dealing with certain feelings.	a. Lost and Found Tags Have the students complete the worksheet, Lost and Found Tags. The students can share their tags at the completion of the task.	Materials: Worksheet: Lost and Found Tags, p. 43	Written Expression
TEACHER INFORMATION It is possible to change unpleasant feelings to positive feelings. It is important that students realize that they have the power to change their feelings, and that an external force is not required to make them feel good about themselves.	b. Chameleons Chameleons are lizards that change colors for protection. Explain to the students that they can be like chameleons. Provide them with the worksheet, Chameleons, to complete. Have the students share their ideas.	Materials: Worksheet: Chameleons, p. 45	Written Expression Oral Expression

GRADE 4 CONCEPT III

CONCEPT: Recognizing and communicating feelings helps us to solve problems and resolve conflicts.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE The students will practice a problem-solving process, make a decision, and take responsibility for the decision.	ACTIVITY 1. Problems! Problems! Problems! Have each student make a list of 10 decisions s/he made in the last 24 hours. Ask the students to think backward from the decisions they made and identify the problems involved. Elicit from them the idea that they are involved daily in problem-solving and decision-making. Divide the students into small groups to share and discuss their decisions. Have the students rank order their decisions from most important to least important.		Written Expression Oral Expression
TEACHER INFORMATION Students can acquire positive self-concepts by examining alternatives, and forming decisions concerning real-life situations. Suggestions are provided. Teachers can create problem-solving/decision-making stories and activities which include classroom and school situations, events and problems.	ACTIVITY 2. Exploring and Applying P.S./D.M. a. P.S./D.M. stands for problem-solving/decision-making. Discuss with the students the various ways in which decisions can be made. Ask the students to focus on decisions that they made in the following ways: - They chose the first thing that came into their minds without stopping to think at all. - They chose the easiest thing that came to their minds. - They chose the most fun thing that came to their minds. - They thought ahead to see what the results of their choice might be on themselves and others. Have the students discuss and evaluate the choices and the consequences of their decisions.		Oral Expression

(Cont'd on page 47.)

Worksheet: Lost and Found Tags

Lost: My Attention
When: ______________________
Where: ______________________
Why: ______________________

Found: My Interest
When: ______________________
Where: ______________________
Why: ______________________

Lost: My Cheerfulness
When: ______________________
Where: ______________________
Why: ______________________

Found: My Sense of Humor
When: ______________________
Where: ______________________
Why: ______________________

Lost: My Temper
When: ______________________
Where: ______________________
Why: ______________________

Found: Some Patience
When: ______________________
Where: ______________________
Why: ______________________

Lost: ______________________
When: ______________________
Where ______________________
Why: ______________________

Found: ______________________
When: ______________________
Where: ______________________
Why: ______________________

Worksheet: Chameleons

I felt ____________________

because ____________________

____

____

So I thought about

____

because ____________________

____

Now I feel ____

____

because ____

____

GRADE 4 CONCEPT III

CONCEPT: Recognizing and communicating feelings helps us to solve problems and resolve conflicts.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 2. (cont'd)	Teacher Reference:	
	b. Discuss how each person solves problems daily. Introduce the five-step problem-solving/decision-making process from "A Sampling of Teaching Methods." Present a problem-solving situation to the students. Have the students apply the problem-solving/decision-making process for the problem. Work through the process with the whole class, and solve several problems. Ask the students to suggest other problems to solve.	Preface, A Sampling of Teaching Methods	Oral Expression
	Suggested Problems:		
	- You see your older brother smoking a cigarette. What is the problem? What will you do?		Tobacco Education
	- You are playing in your sister's room and you find some pills in her drawer. What is the problem? What will you do?		
	- Two friends of yours are going to the movies on Saturday. Each has told you s/he is going, but neither one has asked you to join them. What is the problem? What will you do?		
	SUPPLEMENTARY ACTIVITY:		
TEACHER INFORMATION	ACTIVITY 3. Memorial Building	Materials:	
A memorial can be a construction that reminds people of a person, event or idea. It can be made from paper, boxes, newspapers or other material. This activity can be done as an individual or group activity.	Have the students build a memorial to a person, an idea or a thing. Have the students apply the problem-solving/decision-making strategy to make the memorial. Finally, have the students share the memorial and the process they used to create the memorial. For added excitement, provide a time limit.	Paper Boxes Newspapers Construction paper Glue Crayons or Markers	Art

GRADE 4 CONCEPT III

CONCEPT: Recognizing and communicating feelings helps us to solve problems and resolve conflicts.

OBJ. & TEACHER INFO. LEARNING ACTIVITIES RESOURCES INTEGRATION

OBJECTIVE

The students will discuss risk-taking behaviors and possible consequences and alternatives.

TEACHER INFORMATION

All risk-taking behavior involves consequences and alternatives, and assessing these consequences and alternatives prior to the risk-taking behavior can prevent problems later. Attention should be focused on the possible outcomes of of the risk-taking behavior.

ACTIVITY 1. Consequences and Alternatives

a. Relate the following situations to the students. Have them discuss the risk-taking behaviors and their possible consequences.

Situations:

- Some of your friends dared you to steal candy. You have the money to buy the candy. You don't want to steal the candy but your friends are watching you to see what you are going to do. What would you do?
- During lunch, some kids you know are lighting fire crackers in the school yard. You are standing around watching them. A teacher recognized you and thinks you are involved. You are called into the principal's office and asked to name the kids who were creating the problem. What do you do?
- You are at a party. Everyone is smoking and passing a cigarette. It's coming your way. Everyone is going to watch what you do.
- For a class project, groups of five students must research and write a paper. One member of your group is not doing his/her work and your project is dependent on that part.

(Cont'd on next page.)

Oral Expression

Tobacco Education

OBJ. & TEACHER INFO. | LEARNING ACTIVITIES | RESOURCES | INTEGRATION

ACTIVITY 1.a. (cont'd)

- Some friends at school have formed a club you want to join. They tell you that before you become a member you have to spray paint the school doors.

Substitute other situations which may be relevant to the students.

b. Ask the students to identify and share risks that they have taken and what the consequences were/could have been.

Discussion Questions:

- Why do we take risks?
- Are all risks which students take equally dangerous?
- What makes some behaviors more dangerous than others?

ACTIVITY 2. Brainstorm

Have students brainstorm risk-taking behaviors. Select two or three behaviors from the list, and have students brainstorm the possible consequences and alternatives to the behaviors.

Oral Expression
Critical Thinking

Examples:

- lighting fires
- making a crank phone call
- running away from home
- stealing
- blaming someone else for something you've done
- smoking marijuana
- writing graffiti

GRADE 4 CONCEPT III

CONCEPT: Recognizing and communicating feelings helps us to solve problems and resolve conflicts.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION

OBJECTIVES

The students will identify dilemmas and practice modes of dealing with dilemmas.

TEACHER INFORMATION

A dilemma is a situation in which a difficult choice must be made between two or more alternatives with uncomfortable consequences.

Synonyms for "dilemma" include conflict, predicament and quandary.

Dilemmas are inevitable in life, and students should realize that they have the resources to resolve dilemmas.

Resolving a dilemma, or determining a "right" action is secondary to the important awareness-expanding discussions that will take place.

It is important that students learn to confront dilemmas if they are to grow into responsible adults.

ACTIVITY 1. Difficult Decisions

Have students write about a very difficult decision that they had to make. Have them explain: the alternatives from which they might have made their decisions and who, if anyone, helped them make their decisions. Ask the students to share their feelings about the decisions which were made.

Oral Expression

ACTIVITY 2. Make A Choice

Present situations to the class which involve dilemmas. Divide the class into small groups and have them decide on one solution for each dilemma. Have the students explain their choices and decisions.

Oral Expression

Examples:

- John was chosen as captain of the kickball team. He won the toss, and got first player pick. He knew Sal was the best player, but Jack was his best friend. John thought and then he picked ____________________.
- Cindy, Jennifer and Phil were playing in the school yard. In another part of the yard a fight started. Three big kids started to chase a fourth kid. They caught him, knocked him down, and were kicking him. Cindy wanted to go over and watch. Phil thought they should just get out of the yard and go somewhere else. Jennifer thought they should try to break it up. They finally decided to ____________.

GRADE 4 CONCEPT III

CONCEPT: Recognizing and communicating feelings helps us to solve problems and resolve conflicts.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 3. Identifying Dilemmas Have the students identify a dilemma that they experience in their environment. Have them write a paragraph explaining the dilemma, how it makes them feel, and how they think it might be solved. Allow the students to share their paragraphs. Ideas for topics can include: - Going along with your friends against your parents' wishes. - Lying to keep out of trouble. - Stealing food because you're hungry.		Written Expression
	SUPPLEMENTARY ACTIVITY:		
	ACTIVITY 4. Free To Be...You and Me Have the students read the stories presented in this book and identify and discuss the dilemmas they contain.	Materials: Free To Be...You and Me (McGraw Hill)	Reading Oral Expression
	CULMINATING CONCEPT EVALUATION ACTIVITY:		
	How Do I Solve My Dilemmas? Have the students complete the worksheet, How Do I Solve My Dilemmas? Permit the students to share their responses. Informally note the patterns of answers and the appropriateness of the responses. Use this information for future planning.	Materials: Worksheet: How Do I Solve My Dilemmas?, p. 53	

GRADE 4 CONCEPT IV

CONCEPT: Setting personal goals for protecting our bodies is essential for a healthy life.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE The students will discuss the importance of taking actions based upon information which is known.	ACTIVITY 1. It's My Responsibility a. Discuss with the class the statement: "It's my responsibility to find out what I need to know to stay healthy." Ask students to identify some ways they can determine what they need to know. Where can they go, and who can they ask for help when needed? After the information is gathered, ask them what actions they take that show they are responsible for their health.		Oral Expression
TEACHER INFORMATION This activity will help children recognize the importance of knowing the facts before making decisions which will affect their health.	b. Have the students make a poster illustrating what they do to show they are responsible for their health.	Materials: Poster paper Markers, etc.	Art Written Expression
	ACTIVITY 2. I'm Concerned Have the students focus on a person whose general state of health is a cause of concern for them. Have them describe their concern, and how the individual does/does not take actions or responsibility for good health. Have the students compose a positive health message or personal letter to send to the person to show their concern.		Written Expression
	SUPPLEMENTARY ACTIVITIES:		
	ACTIVITY 3. Independent Reading Students may benefit by reading on their own a book designed to help them make wise decisions.	Book: Checking'Em Out and Sizing 'Em Up by Joy Wilt	Reading
	ACTIVITY 4. Health Network Show the filmstrip, "Starga's World," on decision-making. Refer to Teacher's Guide for activities.	Materials: Health Network: Sixth Grade Unit, "Starga's World" (American Cancer Society)	Tobacco Education

Name: Date:

Worksheet: How Do I Solve My Dilemmas?

Directions: Read each situation and the choices that follow.
Circle the letter of the choice that seems most comfortable for you.

1. A friend, in an argument, has called you a name.
   - a. You feel hurt but you say nothing.
   - b. You say to your friend, "I wish you wouldn't call me that name. It upsets me."
   - c. You become upset, and walk away believing what your friend said.
   - d. You call your friend a name.

2. A neighbor asks a favor of you, but you do not have the time to do the task.
   - a. You do the task and change your plans.
   - b. You put your head down and mumble that you are not sure.
   - c. You look at them and explain that you would like to help them but you have made other plans.
   - d. You tell them to do it themselves.

3. You are walking home and notice two of your friends are arguing.
   - a. You stop, look and listen, and say nothing.
   - b. You stop, yell at both friends and tell them to stop arguing.
   - c. You stop, listen and suggest that each one try to understand the other point of view.
   - d. You avoid them and keep walking.

4. Your friend offers you a piece of chocolate. You are allergic to chocolate.
   - a. You thank your friend but explain that you are allergic to chocolate.
   - b. You eat the chocolate because you don't want to hurt your friend's feelings.
   - c. You accept the chocolate, thank your friend and say you will eat it later.
   - d. You say to your friend, "You know I'm allergic to chocolate. Why did you offer it to me?"

5. You are with friends who are smoking. They offer you a cigarette.
   - a. You ignore their offer.
   - b. You explain to your friends that you do not wish to smoke.
   - c. You say "No thanks, maybe later".
   - d. You smoke the cigarette.

Discuss your choices with your classmates.

GRADE 4 CONCEPT IV

CONCEPT: Setting personal goals for protecting our bodies is essential for a healthy life.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE The students will identify behaviors and habits which are hazardous to health.	ACTIVITY 1. Brainstorming Have the students brainstorm the things people do which are hazardous to their health. Ask the students to supply reasons for these behaviors, and predict the consequences which may occur. Have students suggest some positive alternatives to the behaviors.		Oral Expression Divergent Thinking
	ACTIVITY 2. "I Shouldn't Have, But I Did . . ." Select a. or b:		
	a. Using the fish bowl technique, have the students focus on times they did what friends wanted them to do although they felt the consequences might be unhealthy. How could they have acted differently?		Oral Expression Critical Thinking
	b. Have each student write a paragraph entitled "I Shouldn't Have, But I Did," describing a situation, their feelings and the outcome.		Written Expression

GRADE 4 CONCEPT IV

CONCEPT: Setting personal goals for protecting our bodies is essential for a healthy life.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE The students will explain why it is important to value our health.	ACTIVITY 1. Healthy Is ... Assign the writing topic: "What Does It Mean to Be Healthy?" Ask the students to identify with someone they admire who presents a healthy image. Ask them to identify what health habits the person maintains to contribute to his/her health. Have the students discuss the role their health will play in their ability to attain a career goal.		Written Expression Career Education
	ACTIVITY 2. Health Is Important To All of Us During a month's time, have students collect cartoons, comic strips, jokes, riddles, greeting cards or newspaper articles that describe health and pictures showing people enjoying good health. Make a bulletin board about health entitled "Health Is Important To All of Us."	Materials: Comic books Newspapers Magazines Photographs Drawings Greeting Cards	Art
	SUPPLEMENTARY ACTIVITIES:		
	ACTIVITY 3. Personality Description Have students write a short personality description of a person (real or imaginary) who believes health is very important and tries to live the healthiest life s/he can.		Written Expression

GRADE 4 CONCEPT IV

CONCEPT: Setting personal goals for protecting our bodies is essential for a healthy life.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 4. Stay Well Cards Using catchy phrases, poems, jokes, and/or pictures, have students make "Stay Well" cards to send to family and friends.	Materials: Drawing paper Markers, crayons	Art Written Expression
OBJECTIVE The students will set personal goals for protecting their bodies and record progress toward these goals.	ACTIVITY 1. Habits Inventory Distribute the worksheet, Habits Inventory, for the students to complete. Have the students share the habits they have listed upon completion of the task.	Materials: Worksheet: Habits Inventory, p. 59	Written Expression
TEACHER INFORMATION Students need to recognize that they have a responsibility for the habits they form and for setting personal goals for maintaining health now and in the future.	ACTIVITY 2. Fish Bowl Using the fish bowl technique, have students discuss an unhealthy habit they would like to change, focusing on ways they might change their habit.		Oral Expression

GRADE _4_ CONCEPT _IV_

CONCEPT: Setting personal goals for protecting our bodies is essential for a healthy life.

OBJ. & TEACHER INFO. LEARNING ACTIVITIES RESOURCES INTEGRATION

CULMINATING CONCEPT EVALUATION ACTIVITY:

TEACHER INFORMATION

This activity is adapted from the Tobacco Education Curriculum, Grade 4, p. 15.

Reviewing Contracts

Have students write health contracts by listing one goal they think they can achieve in the near future.

For example:

I ____________________, will have achieved the following;

____

____

____

by (date): ________________________________

DATE __________ SIGNED _______________

File the contracts. On the designated dates, have the students evaluate the success with which they fulfilled their contracts.

WORKSHEET: HABITS INVENTORY

Your health is very important. Every day you may do many things to protect your health. Think of the things you do each day to make sure you stay healthy. Then, list one habit you practice under each heading.

1. Before you come to school . .

2. Coming to school . . .

3. In school . . .

4. At home . . .

5. At meals . . .

The health habit I am most proud of:

An unhealthy habit I would like to change:

THE ALTERNATIVES CONCEPT

The alternatives concept is based on the assumption that substance misuse and abuse occur when people select substances to meet needs which may be better, or more healthfully, met through alternative means. If the individual can be encouraged to identify the specific needs being met by substance misuse or abuse, it should be possible to identify alternatives to drugs for the individual that will meet these needs without the unhealthy consequences which accompany substance misuse and abuse.

While reasons for substance misuse and abuse vary, individuals frequently cite boredom, frustration, powerlessness, pain and a lack of hope for change as motivations. Alternative activities should be provided in the community which involve young people as active participants with responsibilities and opportunities for growth, achievement and contact with positive role models. Individual identity, self-reliance and feelings of self-worth grow from thinking about, planning and doing worthwhile things. Some examples of programs which are based on the alternatives concept are the following:

ALTERNATIVES 2, Florida Ocean Science Institute, 1605 South East Third Court, Deerfield Beach, FL 33441. Involves youth with marine life and skills development in the areas of scuba diving, boat building, etc.

EL TEATRO ESPITITU DE ASTLAN, P.O. Box 592, Placintia, CA 92670. Involves youth in theater-operated techniques such as improvisations, skits, psychodrama and videotaping.

GLOUCESTER EXPERIMENT, Gloucester, MA 01930. Involves youth in all aspects of restoration projects.

OUTWARD BOUND, INC., National Office, 384 Field Point Road, Greenwich, CT 06830.

PROJECT ADVENTURE, P.O. Box 157, Hamilton, MA 01936.

SPARK PROGRAM, New York City Board of Education, 110 Livingston Street, New York, NY 11201. Encourages student decision-making and intellectual, social, cultural and recreational activities as alternatives to drug misuse.

Several activities in the middle and high school grades of this curriculum provide opportunities for youngsters to identify personal alternatives to drugs for meeting needs and handling problems. The list provided on the following pages provides examples for the teacher that are more detailed. This list may serve as a point of departure for class discussion, as a reference for use by individuals, or as a reference for use in developing local alternatives programs.

SOME REFERENCES ON ALTERNATIVES

Cohen, Allan Y. Alternatives to Drug Abuse: Steps Toward Prevention. Madison, WI: Wisconsin Clearinghouse for Alcohol and Other Drug Information, 1975. $.35.

Cohen, Allan Y. The Journey Beyond Trips: Alternatives to Drugs. Center City, MN: Hazelden Educational Services, 1971, $.60.

Glasser, William, M.D. Positive Addiction. Harper & Row Publishers, 10 East 53rd Street, New York, NY 10022, 1976. $8.95.

THE ALTERNATIVES CONCEPT, CONT'D

Messolonghites, Louisa, Editor. Alternative Pursuits for America's 3rd Century. Washington, DC: U.S. Government Printing Office (SN 017-024-00333-6), 1977. $3.10.

National Institute of Mental Health. Effective Coordination of Drug Abuse Programs. A Guide to Community Action, Chapter VII: "Conclusions: Developing Alternatives to Drug Abuse", April 1973.

Silverstein, Lee M. Consider the Alternative. CompCare Publications, P.O. Box 27777, Minneapolis, MN 55427. $5.95.

ALTERNATIVES CHART

Level of Experience	Effect Being Sought	Most Probable Drugs of Abuse	Alternative Examples
Physical	Relaxation	Alcohol, tranquilizers marijuana, barbiturates	Listening to music Yoga Floor exercise Dance and movement training Swimming, fishing Gardening
	Relief from pain	Prescribed drugs, OTC drugs, illegal drugs	Self-hypnosis Biofeedback Exercise (for pain caused by tension)
	Prevention of sickness	OTC drugs, prescribed drugs	Individual physical conditioning, (jogging, exercise, hiking, biking, walking, etc.) Proper nutrition Sanitation, hygiene
	Increased physical energy	Amphetamines, stimulants (cocaine, nicotine, etc.)	Experience in the martial arts (karate, judo, etc.) Competitive athletics Individual physical conditioning, running, bicycling Aerobic dancing Dietary adjustments

ALTERNATIVES CHART, CONT'D

Level of Experience	Effect Being Sought	Most Probable Drugs of Abuse	Alternative Examples
Sensory	Enhancement of sensual experiences (intensification and enrichment of sound, touch, sight, smell and taste)	Hallucinogens (marijuana, STP), cocaine	Creative hobbies (photography, handicrafts, printing, cooking, ceramics, music, perfume making, sachet making, etc.) Physical activity (bathing, swimming) Birdwatching, nature study Plant, seashell, rock, stamp collecting Walking barefoot in sand, mud, grass or a stream
Creative/Aesthetic	Increased creative ability and enjoyment	Hallucinogens, stimulants	Creative hobbies Planning and implementing art shows, plays, etc. Restoration of neighborhood Apprenticeship with local artists, musicians, craftsmen, actors, etc. Non-graded instruction
	Enhancement of imagination	Hallucinogens, amphetamines	Theater games Fiction writing Visiting museums, exhibitions, fairs Experimenting with art materials

ALTERNATIVES CHART, CONT'D

Level of Experience	Effect Being Sought	Most Probable Drugs of Abuse	Alternative Examples
Mental/Intellectual/Spiritual	Ease in problem-solving	All drugs	Self-hypnosis Relaxation techniques Practice in use of problem-solving techniques Memory Training
	Insight into self	Hallucinogens	Group process, counseling Peer counseling Reading biographies, self-help articles and books
	Avoiding mental fatigue	Stimulants	Physical activity Political campaign work Play chess Play a musicial instrument Tutoring
	Search for purpose and meaning in life, and a personal identity	Hallucinogens	Reading Meditation Study of world religions Contemplation Gardening Nature Study Participation in religious activities
	Desire for higher levels of consciousness	Hallucinogens	Poetry writing Spiritual dance and song Meditation

ALTERNATIVES CHART, CONT'D

Level of Experience	Effect Being Sought	Most Probable Drugs of Abuse	Alternative Examples
Emotional	Reduction of stress, tension, anxiety loneliness	Tranquilizers, barbiturates, marijuana, alcohol	Peer counseling Relaxation techniques Biofeedback Volunteer work as Big Brother/Sister Storytelling
	Avoidance of problems and decisions	All drugs, including combinations of drugs	Supervised psychodrama Peer counseling Problem-solving skills development
	Relaxation and mood alteration	Marijuana, alcohol, tranquilizers barbiturates	Relaxation techniques such as imagery, guided fantasy Biofeedback Religious experience
	Relaxation of inhibitions	All drugs, especially alcohol	Meditation Yoga Cloud-watching
	Need for privacy	Hallucinogens, barbiturates	Gardening, farming Camping, backpacking
Social/Political	Peer pressure; need to feel a sense of belonging	All drugs, including combinations of drugs	Team sports Committee or volunteer work Political campaign work
	Rebellion, defiance, assertion/independence	All drugs, especially illegal substances	Auto and motorcycle repair, racing Volunteer work Recycling and working to improve environment Political campaign work
	Promote social change	Marijuana, barbiturates, alcohol	Volunteer work; social service Tutoring Ecology action Run for office; political field work

ALTERNATIVES CHART, CONT'D

Level of Experience	Effect Being Sought	Most Probable Drugs of Abuse	Alternative Examples
Recreational	Escape from boredom	All drugs, including combinations of drugs	Joining a school club Team sports Apprenticeship Body building Hiking, walking Hobbies, puzzles
	Curiosity	All drugs, including mixing drugs	Science lab work Gardening Building and flying model aircraft Skin and scuba diving Exploring
	Excitement, a new experience, a high, a changed perception	All drugs including mixing drugs	Tutoring Collecting Roller skating Ice skating Biking Cooking Running
	Need for risk-taking, adventure	All drugs, including mixing drugs	Skin and scuba diving Mountain climbing Debating Environmental work Travel Spelunking Hot-air ballooning White-water canoeing, kayaking Orienteering

APPENDIX B

PEER LEADERSHIP PROGRAMS

Peer leadership programs use the impact and modeling characteristics of peers to influence same age or younger students in developing attitudinal and behavior patterns. Peer leaders may be particularly effective in areas such as substance abuse where the information and guidance provided by adult teachers may be viewed by some students with suspicion, or as irrelevant to the problems young people share.

Where peer leadership methods are used, participating leaders should be carefully selected and trained to insure that they have a positive influence on the children they lead. Many program variations are possible - classroom presentations, group discussion-leading, and individual support are some examples - and peer leaders need to acquire specific skills for each function they perform.

School administrators, teachers, students and parents should all be involved in the planning and implementation of a peer leadership program. For further information, consult one or more of the references listed below.

REFERENCES ON PEER LEADERSHIP

Brown, William. Student-to-Student Counseling. An Approach to Motivating Academic Achievement (Revised Edition). Hogg Foundation Research Series. Austin: University of Texas Press, 1977. $10.95.

Fletcher, Kenneth R., et. al. Extend: Youth Reaching Youth. Minneapolis, MN: Augsburg Publishing House, 1974. $3.95.

Hebeisen, Ardyth. Peer Programs for Youth. Minneapolis, MN: Augsburg Publishing House, 1973. $3.50.

Myrick, Robert and Tom Erney. Caring and Sharing. Minneapolis, MN: Educational Media Corp., 1978. $6.95.

________________. Youth Helping Youth: A Handbook for Training Peer Facilitators. Minneapolis, MN: Educational Media Corp., 1979. $6.95.

National Institute on Drug Abuse. Teen Involvement for Drug Abuse Prevention. Washington, D.C.: U.S. Government Printing House (SN 017-024-00714-5), 1978. $2.75.

National Institute on Drug Abuse. Teen Involvement for Drug Abuse Prevention - Administrators Guide. Washington, D.C.: U.S. Government Printing House (SN 017-024-00713-7), 1978. $1.60.

Samuels, Don and Mimi Samuels. The Complete Handbook of Peer Counseling. Atlanta, GA: SAAETP, Inc., 1975. $5.95. (A classic reference; also available from CompCare Publications and Hazelden Educational Services.)

PACKAGED PROGRAMS FOR HEALTH AND DRUG EDUCATION

Nationally-Validated Programs for Drug Abuse Prevention

THE ME/ME DRUG PREVENTION EDUCATION PROGRAM

ME/ME is a drug prevention/education program for elementary level children (grades 2-6). The program focuses on the reasons why people abuse drugs rather than on the drugs themselves. Activities are student-centered; they emphasize decision-making, values, self-concept, and attitude development. ME/ME is implemented by regular classroom teachers after a six-hour training session by Project ME/ME staff. Details regarding the ME/ME program may be obtained from Artie Kearney, Director, ME/ME Project, 400 South Linwood Avenue,, Appleton, Wisconsin 54911 or the Bureau of Drug Education, New York State Education Department, Room 960 EBA, Albany, New York 12234. Area Code 518: 474-1492.

THE OMBUDSMAN PROGRAM

The Ombudsman program is a drug education/primary prevention program for students in grades 5 and 6. It is designed to reduce certain psychological and attitudinal states closely related to drug use (rebelliousness, low valuing of school, poor student/teacher relationships and low self-esteem). The program is divided into three basic segments: (1) self-awareness and values clarification, (2) communication skills, decision-making and problem-solving, and (3) outreach projects and ideas for school and community. A three-day training session for teachers, counselors and other school personnel is recommended before implementing the program. Program details may be obtained directly from Chris Jones, School Team Director, Charlotte Drug Education Center, 1416 East Morehead, Charlotte, North Carolina 28204. Further information is available from the Bureau of Drug Education, New York State Education Department, Room 960 EBA, Albany, New York 12234. Area Code 518: 474-1492.

Nationally-Validated Programs for Comprehensive Health Education

PRIMARY GRADES HEALTH CURRICULUM PROJECT (PGHCP)

The PGHCP is a sequential health curriculum for students in grades K-3. A companion program to the School Health Curriculum Project (see next page) the PGHCP has been designed to assist children to make informed decisions about personal health practices. Grade level emphases vary, but most areas of health are covered. The design of the State Tobacco Education Curriculum and of this State Drug Education Curriculum allow them to be easily inserted in this program. Training for a school team and the purchase of materials is required before implementing the curriculum.

For more information regarding the PGHC Project, contact Nancy L. Evans, Project Associate, National Center for Health Education, School Health Curriculum Project, 901 Sneath Lane, Suite 215, San Bruno, California 94066.

PACKAGED PROGRAMS FOR HEALTH AND DRUG EDUCATION, CONT'D

SCHOOL HEALTH CURRICULUM PROJECT (SHCP)

The SHCP is a sequential curriculum for students in grades 4-7 (only grades 5-7 have been nationally-validated). The curriculum uses a body systems approach to health which is science-oriented. Each grade level focuses on a different body system - the digestive system, the respiratory system, the circulatory system, and the nervous system. A learning centers approach is used with student-centered activities. Teacher training and the purchase of materials is required before implementing the program.

For more information regarding the SHCP Project, contact Nancy L. Evans, Project Associate, National Center for Health Education, School Health Curriculum Project, 901 Sneath Lane, Suite 215, San Bruno, California 94066.

Other Notable Packaged Programs

TEENAGE HEALTH TEACHING MODULES (THTM)

Teenage Health Teaching Modules are presently being developed by the Education Development Center, Newton, Massachusetts, under contract from the Bureau of Health Education, Center of Disease Control, U.S. Department of Human Services. The project expects to increase students' knowledge, heighten their concern, and teach them skills to use in making well-informed health decisions. The project's final product will be a series of short, highly-targeted modules for middle/junior high and high school students. Activities will be designed to be implemented by teachers from a variety of subject areas, e.g., health, home economics, social studies, science, language arts, and physical education. Student modules on the following topics are currently under development: family health, nutrition and fitness, substance use, friendships and relationships, and environmental and community health. Beside student materials, other materials will be developed: resources, a teacher-training component, strategies to involve parents, and an implementation guide to advise administrators wishing to develop health education programs in their school district.

For further information regarding the project, contact Teenage Health Modules, Education Developmental Center, 55 Chapel Street, Newton, Massachusetts 02160.

QUEST: SKILLS FOR LIVING

The Quest program emphasizes development of mental health and life skills at the high school level. The activities were developed based on a survey of over 2,000 high school students to determine the things in life that concern them the most; their answers - feelings, self-concept, friends, family, marriage, parenting, and career - form the basis of this curriculum. Teacher training is provided through summer workshops at the Sagamore Conference Center in Raquette Lake, New York and in on-site workshops are conducted during the school year.

For more information regarding this program, contact Margie Ingram, Quest Coordinator, Sagamore Institute, 110 Spring Street, Saratoga Springs, New York 12866, Area Code 518: 587-8700.

NYS DIVISION OF SUBSTANCE ABUSE SERVICES
BUREAU OF TRAINING AND RESOURCE DEVELOPMENT

The NYS Division of Substance Abuse Services' Bureau of Training and Resource Development can provide three major services for teachers: 1) participation in regionally scheduled training programs to build skills and knowledge related to substance abuse 2) scheduling of current awareness sessions for school-community groups and 3) library services through a Resource Center, located in New York City.

Training Opportunities

Although the primary function of the Bureau is to provide training to staff of agencies funded and monitored by the Division of Substance Abuse Services, teachers can participate in regionally scheduled training as space permits. Training is provided in content areas such as individual, group and family counseling, treatment populations, general issues and prevention. Schedules and applications are available from the Bureau.

Current Awareness Sessions for School-Community Groups

The Bureau accepts requests from schools, community groups, PTAs, etc. for current awareness sessions designed to increase general awareness of the substance abuse problem among parents, teachers, students, school administrations, etc. In addition to specific information on drugs and their effect on the body, sessions on communication skills, family system, parenting and programs tailored to the specific needs of your district are available. Requests for scheduling must be submitted well in advance since the demand for training services is high. For further information, contact: Robert Detor, Deputy Director for Substance Abuse Training and Resource Development, Division of Substance Abuse Services, 350 Broadway, New York, New York 10013, (212) 966-7600.

Resource Center Services

The Resource Center, also located at the above address, is open from 8:30 a.m. to 5:00 p.m. Monday through Friday.

Resources include: 1) 1,500 books in the substance abuse field, 2) journals and newsletters, 3) article reprints, 4) pamphlets and posters and other free materials, 5) a reading room with a microfiche reader, computerized index to journal literature and a complete card catalogue.

Services are available to teachers visiting the Center. Telephone or mail requests for information will also be accepted.

THE FOOD AND DRUG ADMINISTRATION

The Food and Drug Administration can assist teachers in two ways: 1) FDA Consumer Affairs Officers can provide pamphlets, article reprints and other information for student and teacher use and 2) Investigators from FDA Resident Inspection Posts can speak with classes regarding the role of the FDA in regulating the safety, quality and effectiveness of items offered for sale in U.S. markets. Do not hestitate to request a speaker because of your geographic distance from an office listed below. These investigators routinely travel throughout the State regarding regulatory matters.

FDA CONSUMER AFFAIRS OFFICERS

DISTRICT/OFFICE	ADDRESS/TELEPHONE	COUNTIES SERVED
NEW YORK DISTRICT		
Brooklyn Office	Consumer Affairs Officer 850 3rd Avenue Brooklyn, NY 11232 212: 9165-5754	Bronx, Kings, Nassau, New York, Queens, Richmond, Rockland, Suffolk, Westchester
BUFFALO DISTRICT		
Buffalo Office	Consumer Affairs Officer 599 Delaware Avenue Buffalo, NY 14202 716: 846-4483	All other counties

FDA RESIDENT INSPECTION POSTS

MAILING ADDRESS	TELEPHONE	QUICK REFERENCE LOCATION
FDA Resident Inspection Post Clinton and N. Pearl Streets Albany, NY 12207	518: 472-6043	Albany
FDA Resident Inspection Post P.O. Box 1093, Main Office Binghamton, NY 13902	607: 773-2752	Binghamton
FDA Resident Inspection Post Meridan Road, U.S. Border Station Champlain, NY 12919	802: 298-8240	Champlain

THE FOOD AND DRUG ADMINISTRATION, CONT'D

FDA RESIDENT INSPECTION POSTS

MAILING ADDRESS	TELEPHONE	QUICK REFERENCE LOCATION
FDA Resident Inspection Post P.O. Box 217 Hicksville, NY 11802	516: 433-3187	Hicksville
FDA Resident Inspection Post P.O. Box 3198 Newburgh, NY 12550	914: 562-2620	Newburgh
FDA Resident Inspection Post 100 State Street, Room 328 Rochester, NY 14614	716: 263-6286	Rochester
FDA Resident Inspection Post 100 S. Clinton, Room 1217 Syracuse, NY 13260	315: 423-5468	Syracuse
FDA Resident Inspection Post 300 Hamilton Avenue, Room 309 White Plains, NY 10601	914: 428-4318	White Plains

THE MARCH OF DIMES BIRTH DEFECTS FOUNDATION

Teachers are encouraged to use the services and materials available from the March of Dimes to enhance the drug education program. The March of Dimes develops health education materials for schools, as well as youth groups and health professionals. The materials include pamphlets, audiovisuals and exhibits which call attention to preventable birth defects, and urge prospective parents to modify behavior in ways that will protect the health of mother and child. Materials highlighting smoking, alcohol and drug use are included. Many of their health education materials may be obtained free of charge (or on loan) from your local chapter (see below), or from the National Office: Public Health Education Division, March of Dimes Birth Defects Foundation, 1275 Mamaroneck Avenue, White Plains, NY 10605, (914) 428-7100.

FOUNDATION CHAPTERS IN NEW YORK STATE

CHAPTER	ADDRESS	TELEPHONE	REFERENCE LOCATION
Adirondack Chapter	26 Excelsior Springs Avenue Saratoga Springs, NY 12866	518: 587-9600 or 885-5349	Saratoga Springs
Capital Area Chapter	P.O. Box 5224 Albany, NY 12205	518: 458-1630	Albany
Catskill Area Chapter	219 Quassaick Avenue, Suite 9 New Windsor, NY 12550	914: 562-6400	New Windsor
Central New York Chapter	702 West Belden Avenue Syracuse, NY 13204	315: 422-4752	Syracuse
Genesee Valley Finger Lakes Chapter	21 North Main Street Pittsford, NY 14534	716: 385-1131	Pittsford
Greater New York Chapter	622 Third Avenue New York, NY 10017	212: 682-6430 or 682-1232	New York City
Jefferson Chapter	547 Woolworth Building Public Square Watertown, NY 13601	315: 782-8580	Watertown
Long Island Chapter	2 Robbins Lane Jericho, NY 11753	516: 433-7000	Jericho

THE MARCH OF DIMES BIRTH DEFECTS FOUNDATION, CONT'D

CHAPTER	ADDRESS	TELEPHONE	REFERENCE LOCATION
Niagara Frontier Chapter	1823 Pine Avenue Rooms 207 and 208 Niagara Falls, NY 14301	716: 284-9525	Niagara Falls
Oneida-Mohawk Chapter	414 Trenton Avenue Utica, NY 13502	315: 733-9129	Utica
South Central New York Chapter	349 Chenango Street Binghamton, NY 13901	607: 722-8300	Binghamton
Westchester-Rockland-Putnam Chapter	35 Orchard Street White Plains, NY 10603	914: 949-7166	White Plains
Western New York Chapter	3254 Genesee Street Buffalo, NY 14225	716: 893-4272	Buffalo

APPENDIX G

PERIODICALS FOR TEACHERS AND STUDENTS

DISTRIBUTOR	TITLE	PRICE	COMMENTS
Alcohol and Drug Problems Association of North America 1101 Fifteenth St., N.W. Suite 204 Washington, DC 20005	Journal of Alcohol and Drug Education (Teachers)	$10/yr.	Quarterly.
Alcohol, Drug Abuse and Mental Health Administration Printing and Publications Management Branch 5600 Fishers Lane (Rm 6C02) Rockville, MD 20857	Prevention Resources (Teachers, administrators)	Free	Bi-annual; emphasizes materials and programs.
Curriculum Innovations, Inc. 501 Lake Forest Avenue Highwood, IL 60040	Current Health 1 (Grades 4-7) Current Health 2 (Grades 7-12)	$3.75 per student for either periodical. Min. order: 15 subscriptions.	Monthly, May-Sept. Frequently features articles relating to substance use, abuse.
	Current Lifestudies (Grades 7-12)	$7.90/yr (9 issues); $3.95/yr for 15 or more subs.	Designed for classroom use. Deals with human development, interpersonal relationships, psychology, values.
Do It Now Foundation P.O. Box 5115 Phoenix, AZ 85010	Drug Survival News (Teachers, counselors)	$4/yr	Bi-monthly.
Health Services and Promotion Branch Department of National Health and Welfare Ottawa, Ont. K1A 1B4 Canada	Health Education	Complimentary foreign subscriptions extended to facilitate information exchange.	Although directed at Canadians, many articles are of general interest.

PERIODICALS FOR TEACHERS AND STUDENTS, CONT'D

DISTRIBUTOR	TITLE	PRICE	COMMENTS
Narcotics Education, Inc. P.O. Box 4390 Washington, DC 20012	Listen - A Journal of Better Living (Grades 7-12)	$9.50/1-24 subs. 9 mos.	Monthly; includes teaching guide; stresses use of modeling and skills development in prevention.
	The Winner (Grades 4-6)	$3.75/9 mos; $1.00/Teaching Guide	Monthly; lifestyle guidance for substance abuse prevention.
New York State Federation of Professional Health Educators P.O. Box 72 Albany, NY 12201	The Catalyst (Teachers)	$15/yr	Bi-monthly; includes membership in NYSFPHE. News, informative articles, programs, resources, research reports, information on Annual New York State Health Education Conference.
Scholastic Magazines 902 Sylvan Avenue P.O. Box 2001 Englewood Cliffs, NJ 07632	Scholastic Action (Grades 7-9; low reading level)	$1.95/semester	Biweekly (14 issues); teacher edition with bulk subs; integrates adolescent concerns and skills development.
Superintendent of Documents U.S. Government Printing Office Washington, DC 20402	FDA Consumer	$12/yr	Monthly-bi-monthly (10 issues); news and articles regarding drugs and consumerism. Article reprints may sometimes be obtained free of charge.
Up Front, Inc. P.O. Box 330589 Coconut Grove, FL 33133	Street Pharmacologist (Teachers)	$20/yr	Monthly; articles, reviews, news. Attractive, illustrated, interesting.

APPENDIX H

REFERENCES FOR SCHOOL LIBRARIANS

DISTRIBUTOR	TITLE & AUTHOR	PRICE(1980)	COMMENTS
American Guidance Service Circle Pines, MN 55014	The Bookfinder. A Guide to Children's Literature About the Needs and Problems of Youth Aged 2-15.	$31.00	Over 1,000 books indexed by subject, author and title and described in detail. A unique and invaluable reference.
Association for Childhood Education International 3615 Wicsonsin Avenue, N.W. Washington, DC 20016	Excellent Paperbacks for Children	$3.50	Updated periodically; annotations, developmental levels and prices given.
	"Guide to Children's Magazines, Newspapers, Reference Books" by Peter Madden	$.75	Annotated.
R.R. Bowker Company 1180 Avenue of the Americas New York, NY 10036	Books to Help Children Cope With Separation and Loss by Joanne E. Bernstein	$16.25	Developed as a reference for bibliotherapists. Contains descriptive summaries of over 400 books dealing with various life problems for children to read on their own. Interest and reading levels given.
Bureau of Drug Education New York State Education Dept. 960 EBA Albany, NY 12234	Annotated Resource Guide (Alcohol, Drugs & Tobacco) - Elementary Level	Free	Descriptions and ordering information on materials for teacher use, categorized by format and audience. Supply limited.
	Annotated Resource Guide (Alcohol, Drugs & Tobacco) - Secondary Level	Free	
CompCare Publications 2415 Annapolis Lane, Suite 140 Minneapolis, MN 55441	Catalog of Books & Things for Growth-Centered Living	Free	Pictures and describes in detail publications distributed by CompCare, which cover substance abuse prevention, mental health and healthy living in general.
National Clearinghouse for Drug Abuse Information 5600 Fishers Lane Rockville, MD 20857	Publication Status Checklist (periodically updated)	Free	Lists publications of the National Institute on Drug Abuse and indicates current availability.

REFERENCES FOR SCHOOL LIBRARIANS, CONT'D

DISTRIBUTOR	TITLE & AUTHOR	PRICE(1980)	COMMENTS
National Humanistic Education Center 110 Spring Street Saratoga Springs, NY 12866	The First Catalog for Humanizing Education	$5.95	Looseleaf ringbinder describing publications in the field of humanistic education, including many classics in affective education and values clarification, under 45 topical headings. All are available from the Center, many at reduced prices.
	Catalog Addendum (produced every three months)	Free	

REFERENCES FOR THE SCHOOL HEALTH OFFICE

DISTRIBUTOR	TITLE AND AUTHOR	PRICE	COMMENTS
Addison-Wesley Publishing Company, Inc. 2725 Sand Hill Road Menlo Park, CA 94025	Drugs: A Factual Account (1980 Edition) by Daniel A. Girdano and Dorothy Dusek	$9.95	Comprehensive reference work on commonly misused and abused drugs. Correlates with educational text used in curriculum: Drug Education Content and Methods.
Bantam Books School and College Marketing Division 2451 South Wolf Road Des Plains, IL 60018	The Pill Book by Harold M. Silverman, Pharm. D. and Gilbert I. Simon, D. Sc.	$3.50	An illustrated guide to the most prescribed drugs in the U.S.
CompCare Publications 2415 Annapolis Lane, Suite 140 Minneapolis, MN 55441 Call Toll Free: 800/328-3330	"Adolescent Chemical Use Chart" by Dennis D. Nelson	$1.00	Illustrates characteristic adolescent behavior as it relates to stages of substance use.
Harper & Row Publishers 10 East 53rd Street New York, NY 10022	The Essential Guide to Prescription Drugs by James W. Long, M.D. (New and Revised Edition)	$8.95	Well-organized, detailed reference with glossary, tables and index to brand and generic name drugs.
Hazelden Educational Services Box 176 Center City, MN 55012	Drug and Alcohol Emergencies by Brent Q. Hafen, Ph.D. and Kathryn J. Frandsen	$4.95	An overview of drugs likely to cause emergencies; signs, symptoms and treatment.
	Drugs Interactions	$3.95	Originally printed in RN Magazine. Contains 16 quick-reference tables; discussion of the why and how of drug interactions and clues to adverse drug reactions.
Intervention Enterprises P.O. Box 84 New Concord, OH 43762	The Book of Chemical Crisis by Floyd Sours	$7.95, plus $1.50 for postage and handling	Directed at crisis workers, but contains much information of interest to general audiences.

REFERENCES FOR THE SCHOOL HEALTH OFFICE, CONT'D

DISTRIBUTOR	TITLE AND AUTHOR	PRICE	COMMENTS
Medical Economics Book Div. Box 157 Florence, KY 41042	Drug Identification Guide from Physician's Desk Reference (Sixth Edition, 1980)	$6.95	Quick reference guide using color photos; contains directory of poison control centers.
Pantheon Books Division of Random House, Inc. 201 East 50th Street New York, NY 10022	The Medicine Show by the Editors of Consumer Reports Books (1980 Revision)	$5.95	Consumers Union's guide to everyday health problems and products.
Pacific Institute for Research and Evaluation Suite 1006 7101 Wisconsin Avenue Bethesda, MD 20014	"How to Talk to Kids About Drugs" by Suzanne Fornaciari	$2.50	A practical guide to communicating with youngsters positively.
PDR Physician's Desk Reference Box 58 Oradell, NJ 07649	Physician's Desk Reference	$15.00, plus postage	Classical, comprehensive; updated annually.
Random House, Inc. 201 East 50th Street New York, NY 10022	The American Medical Association's Handbook of First Aid and Emergency Care	$5.95	Easy reference guide with 8-page section on drug abuse.
U.S. Dept. of Justice Drug Enforcement Administration Washington, DC 20537	"Drugs of Abuse", reprinted from Drug Enforcement	Free	Color-illustrated categorical booklet with uses & effects chart.

APPENDIX J

REFERENCES FOR SCHOOL ADMINISTRATORS

DISTRIBUTOR	TITLE & AUTHOR	PRICE(1980)	COMMENTS
Addison-Wesley Publishing Co., Inc. 2725 Sand Hill Road Menlo Park, CA 94025	Drug Education: Content and Methods (Third Edition) by Daniel A. Girdano and Dorothy Dusek	$9.95	Includes section: Planning the Drug Education Program, as well as drugs and methods of presentation to students.
Allyn & Bacon, Inc. 470 Atlantic Avenue Boston, MA 02210	Building Effective Home-School Relationships by Ira J. Gordon and William F. Breivogel	$16.95	A practical guide for achieving a partnership between home and school. Suggests the use of Home Visitors as catalysts for parent involvement.
Hazelden Literature Box 176 Center City, MN 55012	Harmfully Involved by William O. Manning and Jean Vinton	$4.95	Discussion of what can be done to prevent drug abuse in the district.
Lyle Stuart, Inc. 120 Enterprise Ave. Secaucus, NJ 07094	Drugs Don't Take People, People Take Drugs by Eugene H. Kaplan, M.D. and Herbert Wieder, M.D.	$8.00	A discussion of the causes of drug abuse, myths and misunderstandings and the ineffectiveness of treatment.
The C.V. Mosby Co. 11830 Westline Industrial Dr. St. Louis, MO 63141	Drugs in the Classroom. A Conceptual Model for School Programs by Harold J. Cornacchia, Ed.D. et.al.	$13.95	Includes statistics; psychosocial factors; pharmacological aspects, role of the community; drug education; services; school atmosphere; coordination; evaluation.
	Drugs, Society and Human Behavior by Oakley Ray (Second Edition)	$14.50 (1981) price)	Comprehensive textbook; recommended for those who wish to acquire some basic knowledge about drugs and drug issues.
Superintendent of Documents U.S. Government Printing Office Washington, DC 20402	"Beyond the Three R's: Training Teachers for Affective Education" (SN 017-024-00459-6)	$1.10	Guidelines for training teachers in methods for effective drug education.
	"Doing Drug Education: The Role of the School Teacher" (SN 017-024-00460-0)	$.80	Issues; student needs; enabling objectives for teacher attitudes, skills and knowledge.

APPENDIX K

MATERIALS OF SPECIAL INTEREST TO MINORITY GROUPS

DISTRIBUTOR	TITLE & AUTHOR	LEVEL	PRICE (1980)	COMMENTS
American Indian Historical Society 1451 Masonic Avenue San Fransisco, CA 94117	The Weewish Tree: A Magazine of Indian America for Young People	Elementary - Middle	$6.50/yr (6 issues); bulk rates	Attractive, illustrated 2-color booklet with stories and facts for Native American children of all tribes.
Avon Books Sixth Floor 250 West 55th Street New York, NY 10019	The Me Nobody Knows: Children's Voices from the Ghetto ed. by Stephen Joseph	Junior High - Adult	$1.75	Poetry, letters and thoughts of ghetto school children.
B. L. Winch & Associates 45 Hitching Post Dr., Bldg. 2 Rolling Hills Estates, CA 90274	The Value of Responsibility: The Story of Ralph Bunche by Ann Donegan Johnson	Grades 2-5	$6.95	Color-illustrated story book-style biography of a remarkable man whose willingness to take responsibility, beginning as a child, took him far.
Bureau of Mass Communications Cultural Education Center Empire State Plaza Albany, NY 12230	The First Americans	Junior - Senior High	Free on school videotape	Videotape series for Native Americans. Tapes 8 & 9 deal with alcohol and drug abuse.
Charles E. Merrill Pub. Co. 1300 Alum Creek Drive Chapel Hill, NC 27514	Teaching Children of Different Cultures in the Classroom: A Language Approach by Arnold Cheyney	Teachers	$7.95	For elementary classrooms.
Do It Now Foundation P.O. Box 5115 Phoenix, AZ 85010	Many pamphlets available in Spanish. (Examples: "PCP;" "Alcohol/Drug Combinations;" "Substance use and Safety")	Senior High - Adult	$.15 each	Some of these are suggested as resources in the curriculum.
Harcourt Brace Jovanovich 757 Third Avenue New York, NY 10017	Eliza's Daddy by Ianthe Thomas (A Let Me Read book)	Grades 1-3	$1.65	Story about a Black American child who learns her divorced parents still love her.
Howard University Press 2900 Van Ness Street, N.W. Washington, DC 20008	Catalog of publications relating to Black American history and culture.	Senior High - Adult	Free	Some titles would be appropriate acquisitions for high school libraries.

MATERIALS OF SPECIAL INTEREST TO MINORITY GROUPS, CONT'D

DISTRIBUTOR	TITLE & AUTHOR	LEVEL	PRICE (1980)	COMMENTS
Lollipop Power Inc. P.O. Box 1171 Chapel Hill, NC 27514	Los Adultos Tambien Lloran (Grownups Cry Too) by Nancy Hazen	All Ages	$1.85	Illustrated story about feeling grief and anger.
National Foundation/March of Dimes Box 2000 White Plains, NY 10602	Tenga Buen Cuidado de SuBebe Antes Que Nazca	Pregnant Women	Free	Information regarding drug use during pregnancy.
National Institute on Drug Abuse 5600 Fishers Lane Rockville, MD 20857	Drug Abuse Prevention Films: A Multicultural Film Catalog. DHEW Pub. No. (ADM) 79-791	Teachers	Free	Summaries of recommended films for use with Asian/Pacific Islanders, Blacks, Mexican Americans, Puerto Ricans and Native Americans.
Pocket Books 1230 Avenue of the Americas New York, NY 10020	Black Child Care: How To Bring Up A Healthy Black Child in America by James P. Comer, M.D., and Alvin F. Poussaint, M.D.	Parents and Teachers	$2.50	A comprehensive guide, organized by age levels. Question and answer format.
Superintendent of Documents U.S. Government Printing Office Washington, DC 20402	Can Drug Abuse Be Prevented in the Black Community? (SN 017-024-00534-3)	Adults	$1.30	Illustrated booklet can be used to promote discussion.
	Come Closer Around the Fire. Using Tribal Legends, Myths and Stories in Preventing Drug Abuse. (SN 017-024-00821-4)	Teachers	$1.50	For all ages. Includes a bibliography and lists of additional resources for Native Americans.
	Growing Up and Feeling Powerful As An American Indian (SN 017-024-00827-3)	Grades 4-6	$1.20	Illustrated poems that promote identity and a positive self-image among American Indian Children.
Vintage Books Division of Random House Education Department LHS 201 East 50th Street New York, NY 10022	The Death and Rebirth of the Seneca by Anthony F. C. Wallace	Senior High-Adult	$5.95	The history, ethnology, psychology and renaissance of a proud tribe of American Indians of the Iroquois Nation.

APPENDIX L

SELECTED MATERIALS FOR PARENT EDUCATION PROGRAMS OR PARENT USE

DISTRIBUTOR	TITLE & AUTHOR	PRICE(1980)	COMMENTS
APOD Publications 1210 Brommer Street Santa Cruz, CA 95062	Raising Children's Self-Esteem	$3.00	Handbooks that can be used individually or with groups. For complete program, combine with teacher resource, The Four Conditions of Self-Esteem. Set of all four books available for $10.95.
	Setting Limits and Rules for Children	$3.00	
	Teaching Children to Be Responsible by Harris Clemes, Ph.D. and Reynold Bean, Ed.M.	$3.00	
Avon Books Sixth Floor 250 West 55th Street New York, NY 10019	Between Parent and Child	$2.50	Classics in adult-child communications, these three books offer discussions of dialogues and guidance for improving effectiveness and understanding.
	Between Parent and Teenager	$2.50	
	Teacher & Child. A Book for Parents and Teachers. By Dr. Haim G. Ginott	$2.50	
Bantam Books, Inc. 666 Fifth Avenue New York, NY 10019	The Parents Book About Divorce by Richard A. Gardner, M.D.	$2.95	Comprehensive and constructive, practical guide to helping children survive the emotional trauma of divorce.
Beacon Press, Inc. 25 Beacon Street Boston, MA 02108	Talking About Death	$3.95	Illustrated dialogues between parent and child, including a parent's guide for use.
	Talking About Divorce and Separation by Earl A. Grollman	$3.95	
Blue Cross/Blue Shield (See NYSED's Annotated Resource Guide for regional office.)	"Childhood"	Free	Attractive, full color-illustrated booklets.
	"Drug Abuse: Drugs in A Chemical Dependent Society"		
Channing L. Bete Co., Inc. 45 Federal Street Greenfield, MA 01301	"About Your Child's Emotional Health"	$.75 each; bulk rates	Practical, scriptographic booklets for low reading level audiences.
	"Understanding Adolescence"		
	"What Every Parent Should Know About Drugs and Drug Abuse"		

SELECTED MATERIALS FOR PARENT EDUCATION PROGRAMS OR PARENT USE, CONT'D

DISTRIBUTOR	TITLE & AUTHOR	PRICE(1980)	COMMENTS
CompCare Publications 2415 Annapolis Lane Suite 140 Minneapolis, MN 55441	If Only My Family Understood Me by Don Wegscheider	$4.95	A practical guide for all family members to provide perspective and improve family dynamics.
	I Never Saw the Sun Rise by Joan Donlan	$5.95	Private journal of a chemically dependent teenager from experimentation through rehabilitation. An enlightening, emotional true story.
	Just So It's Healthy by Lucy Barry Robe	$2.75	Guide to alcohol and drug use during pregnancy.
Contemporary Books, Inc. 180 North Michigan Avenue Chicago, IL 60601	Family Council. The Dreikurs Technique for Putting An End to War Between Parents and Children (and Between Children and Children) by Dr. Rudolf Dreikurs et. al.	$5.95	A guide to setting up, maintaining and operating a Family Council in the home as a problem-solving method.
Do It Now Foundation P.O. Box 5115 Phoenix, AZ 85010	Drug Abuse: A Realistic Primer for Parents. (1980 Edition)	$.50 bulk rates	Information about drugs and about why children use drugs written for "parents who aren't sure of what drugs are all about."
Doubleday & Co., Inc. School and Library Dept. 501 Franklin Avenue Garden City, NY 11530	Your Child's Self-Esteem by Dorothy Corkille Briggs (Dolphin Books)	$3.95 (paperback edition)	Step-by-step guidelines for raising responsible, productive, happy children.
Essence Publications 168 Woodbridge Avenue Highland Park, NJ 08904	Parents and Problems by Fred Streit, Ed.D. Pamphlet series. Some titles: "Do My Parents Love Me?" "Do My Parents Understand Me?" "Why Can't I Do It My Way?" "But They're My Friends"	$1.00 for series (6 pamphlets; bulk rates)	A research-based approach for the prevention of alcohol and drug abuse, delinquency and similar problems among adolescents.

SELECTED MATERIALS FOR PARENT EDUCATION PROGRAMS OR PARENT USE, CONT'D

DISTRIBUTOR	TITLE & AUTHOR	PRICE(1980)	COMMENTS
Follett Publishing Co. 1010 West Washington Blvd. Chicago, IL 60607	Survival Handbook for Preschool Mothers (Revised & Expanded) by Helen Wheeler Smith	$2.95	Easy reference and reading for both mothers and fathers.
Hawthorn Books 2 Park Avenue New York, NY 10016	A Parents' Guilde to Child Discipline by Rudolf Dreikurs, M.D.	$3.95	Step-by-step guide to child rearing. Stresses logical consequences method of conflict resolution.
	Child Safety Is No Accident by Jay M. Arena, M.D. and Miriam Bachar, M.S.	$5.95 (paperbook edition)	A comprehensive handbook for the layman on prevention and handling of household emergencies.
Hazelden Educational Services Box 176 Center City, MN 55012	"Points for Parents Perplexed About Drugs" by David C. Hancock	$.60	Advice, discussion questions and suggested reading.
	But I Didn't Make Any Noise About It by Cindy Lewis-Steere	$1.95	A mother's story of recognizing and getting help for her son's drug dependency.
Impact Publishers P.O. Box 1094 San Luis Obispo, CA 93406	Surviving With Kids: A Lifeline for Overwhelmed Parents by Wayne Bartz, Ph.D. and Richard Rasor, Ed.D.	$4.95	Thirty principles clearly explained. Includes comic strip illustrations of negative and positive approaches to situations.
McGraw-Hill Book Company 1221 Avenue of the Americas New York, NY 10020	Helping Your Child Learn Right from Wrong. A Guide to Values Clarification by Dr. Sidney B. Simon & Sally Wendkos Olds	$2.95	Provides 27 strategies to improve parent-child understanding and relationships.
NEA Distribution Center The Academic Building Saw Mill Road West Haven, CT 06516	Public Information Leaflet Assortment (5100-26)	$3.75 pkg. of 25	For distribution to parents, boards of education, PTA's, other community groups.
New American Library, Inc. 120 Woodbine Street Bergenfield, NJ 07621	The Half-Parent by Brenda Maddox	$1.95	A guide to more satisfying stepparent-stepchild relationships.
	How to Parent by Dr. Fitzhugh Dodson	$2.50	Comprehensive guide; includes extensive appendices on toys and books suitable for children.

SELECTED MATERIALS FOR PARENT EDUCATION PROGRAMS OR PARENT USE, CONT'D

DISTRIBUTOR	TITLE & AUTHOR	PRICE(1980)	COMMENTS
New American Library, Inc. 120 Woodbine Street Bergenfield, NJ 07621	Parent Effectiveness Training by Dr. Thomas Gordon (Plume Books)	$5.95	Classic reference for raising responsible children.
New York Times Book Co., Inc. Three Park Avenue New York, NY 10016	Voices by Beatrice M. Sparks	$7.95	Four troubled teenagers tell their own stories in interviews with a counselor.
Pacific Institute for Research and Evaluation 7101 Wisconsin Avenue Bethesda, MD 20014	How to Talk to Kids About Drugs by Suzanne Fornaciari	$2.50	Booklet that could be titled "How to Talk to Kids." A six-step method is provided.
Psych/Graphic Publishers Box 28027 San Diego, CA 92128	The Parent Book. The Holistic Program for Raising the Emotionally Mature Child by Harold Bessell, Ph.D. and Thomas Kelley, Jr.	$10.00	A source book of methods and dialogues with a bibliography of suggested children's literature.
Public Affairs Committee, Inc. 381 Park Avenue South New York, NY 10016	"Helping Children Face Crises" "Runaway Teenagers"	$.50 each bulk rates	Public Affairs Pamphlets: other titles available.
G.P. Putnam's Sons	Self-Esteem. The Key to Your Child's Well-Being by Harris Clemes and Reynold Bean	$12.95	Outlines the Four Conditions of Self-Esteem and provides a framework for parents to understand self-esteem, perceive where it needs improvement and foster its growth. Specific, practical and readable.
Simon & Schuster Building Rockefeller Center 1230 Avenue of the Americas New York, NY 10020	The Emergency Book by Bradley Smith and Gus Stevens	$4.95	Life-saving techniques everyone should know illustrated with photographs. Chapters on poisoning and drug overdose.

APPENDIX L

SELECTED MATERIALS FOR PARENT EDUCATION PROGRAMS OR PARENT USE, CONT'D

DISTRIBUTOR	TITLE & AUTHOR	PRICE(1980)	COMMENTS
Superintendent of Documents U.S. Government Printing Office Washington, DC 20402	"An Adolescent In Your Home" (SN 017-091-00202-9)	$1.50	Discussion of problems faced by adolescents and their parents.
	"Child Development in the Home" (SN 017-091-00193-6)	$1.50	Simple guidelines for raising preschool age children.
	"Drug Abuse Prevention for Your Family" (SN 017-024-00742-1)	$1.30	Issues, information and resources for the layman.
	"For Parents Only: What You Need to Know About Marijuana" (SN 017-024-00973-3)	$1.50	Suggest use be accompanied by appropriate awareness program.
	"Parents, Peers and Pot" (SN 017-024-00941-5)	$3.50	A more comprehensive treatment than the above title.
	"A Woman's Choice: Deciding About Drugs" (SN 017-024-00867-2)	$1.30	A lay guide to handling stress when drug use may add to the problem.
	"Why Young People Become Antisocial" (SN 017-024-00795-1)	$.90	Discussion for increasing understanding of causes, prevention.
	"Yours, Mine & Ours: Tips for Stepparents" (SN 017-024-00833-8)	$2.00	Steps to take before and after remarriage to ease family readjustment.
	A Family Response to the Drug Problem: Handbook (SN 017-024-00536-1)	$1.50	Reference books for a parent program that combines chemical awareness with development of improved understanding and
	A Family Response to the Drug Problem: Group Facilitator Guidelines (LSN 017-024-00537-1)	$1.30	skills in communication.
B.L. Winch & Associates 45 Hitching Post Dr. Building 20 Rolling Hills Estates, CA 90274	A Kid's Guide to Understanding Parents by Joy Wilt	$5.25	Appropriate for parents to read together with children, ages 4-10. Addresses adopted, step- and foster, as well as biological, children.

APPENDIX M

COMMUNICATING WITH DOCTORS AND PHARMACISTS*

MEDICATIONS CAN BE VERY HELPFUL WHEN USED WISELY, BUT THEY CAN BE HARMFUL WHEN WE FAIL TO RESPECT THEIR POTENTIAL AND USE THEM CARELESSLY. EACH OF US HAS TO TAKE RESPONSIBILITY FOR OUR DRUG TAKING BY MAKING SURE WE GET THE INFORMATION NEEDED TO TAKE DRUGS CORRECTLY.

GETTING THE INFORMATION YOU NEED FROM **DOCTORS**

1. When the doctor prescribes a drug, make sure you understand -
    - What the drug is for
    - When and how to take it
    - How long to take it
    - Things to do or not do
2. Tell the doctor about all the drugs you're taking, including over-the-counter drugs like aspirin or antacids.
3. If you drink alcohol, find out if it is safe to do so while taking your drugs.
4. Ask your doctor about generic drug substitutes - they usually cost less and there may be an equivalent substitute.
5. Tell the doctor about any symptoms you may be experiencing, like headaches, dizziness, stomach upset or diarrhea. It is possible that these symptoms may be side effects caused by drugs you are taking.
6. Find out if you should continue taking the medication even if your illness seems to disappear, and for how long.
7. Make a list of any questions you have about the drugs you're taking, and bring it with you to the doctor.

GETTING THE INFORMATION YOU NEED FROM **PHARMACISTS**

1. Compare prices. Different pharmacies may have higher prices on some drugs, lower prices on others.
2. Ask the pharmacist to help you select over-the-counter drugs that won't interfere with the prescription drugs you're taking.
3. Ask the pharmacist:
    - If your medicine should be taken with or immediately after meals, or on an empty stomach.
    - If there are any foods you should avoid eating or drinking while you are using a medication.
    - If the drug is apt to make you less alert or sleepy, thus limiting activities you can perform safely (such as driving a car or operating power tools).
4. Ask the pharmacist any other questions you may have about the drug prescribed for you or about other medications you are using.
5. Make certain you can read and understand the label on a prescription or OTC drug you have purchased before you leave the pharmacy.
6. If possible, select a pharmacy that uses a patient-profile system (a record of the drugs prescribed for you).

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*Adapted from "Communicating with Doctors and Pharmacists," New York State Committee on Prescription Drug Misuse

APPENDIX N

POSSIBLE SIGNS OF DRUG MISUSE OR ABUSE

Since adolescents go through many changes in appearance, behavior and habits, caution should be taken in concluding that behavior signs within the normal range of variability indicate drug involvement. Certainly no one or two signs should be considered to indicate that substance abuse is the cause. If enough evidence accumulates to cause you to suspect a youngster is drug-involved, using a calm, non-threatening approach that communicates a willingness to listen and provide help where desired provides an atmosphere in which a drug-involved person may perceive s/he has the support necessary to seek help.

GENERAL BEHAVIORAL SIGNS

- A preference for the company of others who are known drug abusers
- Repeated appearance in odd places without known reason (e.g., closets, basements, dark hallways), where drugs can be used privately
- Unusually secretive behavior regarding activities and possessions
- Withdrawal from responsibility
- Increasing irritability, showing unusual outbursts of temper
- Stealing items from home, school, merchants, employers, for sale to others
- Repeated borrowing of money from family members or friends
- Changes in school or work attendance, grades, productivity, discipline
- Loss of interest in previously enjoyed activities, hobbies, friends
- Inappropriate and unexplained wearing of sunglasses accompanied by a reluctance to have the eyes seen (may be to hide constricted or dilated pupils, but also may simply be a fad, modeling behavior or self-consciousness about appearance)
- Loss of interest in physical appearance (but this may also indicate depression)
- General changes in overall attitude, with no other identifiable cause

SIGNS RELATED TO THE USE OF SPECIFIC DRUGS

Glues, Aerosols, Vapors

- Unusual eye watering, nasal secretions
- Drowsiness (to unconsciousness)
- Poor muscular control
- Odor of substance on breath, body, clothes
- Paraphernalia: plastic or paper bags or rags, dry plastic cement or other solvents

Narcotics

- Injection scars (usually on arms)
- Constricted pupils that do not respond to light
- Traces of white powder around nostrils
- Frequent drowsiness, lethargy
- Paraphernalia: syringes, bent spoons, eye droppers, rubber tubing, bottle caps

POSSIBLE SIGNS OF DRUG MISUSE OR ABUSE, CONT'D

Stimulants (Amphetamines, Speed, Cocaine)

- Excessive activity, irritability, anxiety (user has difficulty sitting still)
- May go for long periods without eating or sleeping
- Excessive dryness of mouth and nose (this may also be caused by tension, however)
- Dilated pupils (with large doses)
- Chronically raw nasal membranes (cocaine)

Depressants (Barbiturates, Tranquilizers)

- Symptoms of alcohol intoxication without odor of alcohol on breath
- Disorientation, drowsiness, reduced coordination
- Reduced or unusual lack of interest in school and family activities, accompanied by withdrawal into self

Marijuana

- Odor of burning rope
- Redness of eyes; may be dilated pupils
- Animated, loud talking with inappropriate laughter (early intoxication stage)
- Stuporous (late intoxication stage)
- Paraphernalia, e.g. remnants of marijuana "joints," seeds in pocket linings

Hallucinogens (PCP, Mescaline, LSD)

- Erratic and exaggerated expressions of fear, terror
- Distorted perceptions of time, images, sound, touch
- Extremely unpredictable, irrational, uncontrolled mood and behavior changes

EVALUATION FORM*

1. Activities My Students Liked Best (Title and Page No.): ____________________

____

____

____

2. Activities My Students Found Uncomfortable: ____________________

____

____

____

3. Activities I Thought Were Best: ____________________

____

____

4. Activities I Would Not Use (Why?): ____________________

____

____

5. Information That Was Most Helpful: ____________________

____

6. Sections I Did Not Use: ____________________

____

7. Errors That Should Be Corrected (Page No?): ____________________

____

8. Things That Should Be Added: ____________________

____

9. How Does This Curriculum Compare With Others You Have Used? (Circle One)

Best   Better Than Most   About Average   Below Average   Worst

10. Other Comments: ____________________

____

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*When you have completed your Drug Education Unit, please fill in this form, fold, tape or staple, and mail to the Bureau of Drug Education. We look forward to receiving your input.

New York State Education Department
Bureau of Drug Education
Albany, NY 12234

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